

# Literacy Preparation in Tennessee

**Middle Tennessee EPP Convening**

November 8-9, 2017

# Convening Objectives

- Develop a better understanding of state initiatives, including a deep understanding of *Teaching Literacy in Tennessee*, and how they are aligned;
- Begin to assess how well current programs address and respond to the new EPP literacy standards;
- Identify programmatic changes needed to fully implement the new literacy standards; and
- Understand the review process and begin developing program proposals for review.

The logo consists of a red square with the letters 'TN' in white, serif font. Below the square is a thin dark blue horizontal bar.

**TN**

®

# Agenda

# Agenda – Day One

	Day One
8:00 a.m.	Registration & Breakfast
8:30 a.m.	Welcome & Agenda
8:45 a.m.	Teaching Literacy in Tennessee
10:15 a.m.	Break
10:30 a.m.	<b>Priority One: Unit Planning</b>
12:15 p.m.	Lunch
1:00 p.m.	<b>Priority Two: Instructional Shifts</b>
4:15 p.m.	Wrap-up

# Agenda – Day Two

	Day Two
8:00 a.m.	Breakfast
8:30 a.m.	Welcome & Agenda
8:35 a.m.	<b>Priority One: Unit Planning (continued)</b>
10:15 a.m.	<b>Priority Three: Writing</b>
11:00 a.m.	Role-Alike Conversations
12:15 p.m.	Lunch
1:00 p.m.	<b>Proposal Review Process</b>
3:15 p.m.	Literacy Network Conversation
3:45 p.m.	Wrap-up

# Commissioner McQueen Video



Video link: <https://youtu.be/dnt4ABUV2SQ>

The logo consists of a red square with the white letters 'TN' inside. Below the red square is a thin dark blue horizontal bar.

**TN**

**A Coherent Approach  
to Teaching Literacy  
in Tennessee**

# Our Vision



*Districts and schools in Tennessee will exemplify excellence and equity such that **all students** are equipped with the knowledge and skills to successfully embark upon their chosen path in life.*



# Our Big Goals

1

Tennessee will rank in the **top half of states** on the National Assessment of Educational Progress (NAEP) by 2019.



2

75 percent of Tennessee third graders will be **proficient in reading** by 2025.



3

The **average ACT composite score** in Tennessee will be a 21 by 2020.



4

The **majority of high school graduates** from the class of 2020 will earn a postsecondary certificate, diploma, or degree.



# Our Priorities

## **Early Foundations & Literacy**

Building skills in early grades to contribute to future success

## **High School & Bridge to Postsecondary**

Preparing significantly more students for postsecondary completion

## **All Means All**

Providing individualized support and opportunities for all students with a focus on those who are furthest behind

## **Educator Support**

Supporting the preparation and development of an exceptional educator workforce

## **District Empowerment**

Providing districts with the tools and autonomy they need to make the best decisions for students

# Early Learning Principles

Set a **high bar of excellence** for teaching and learning

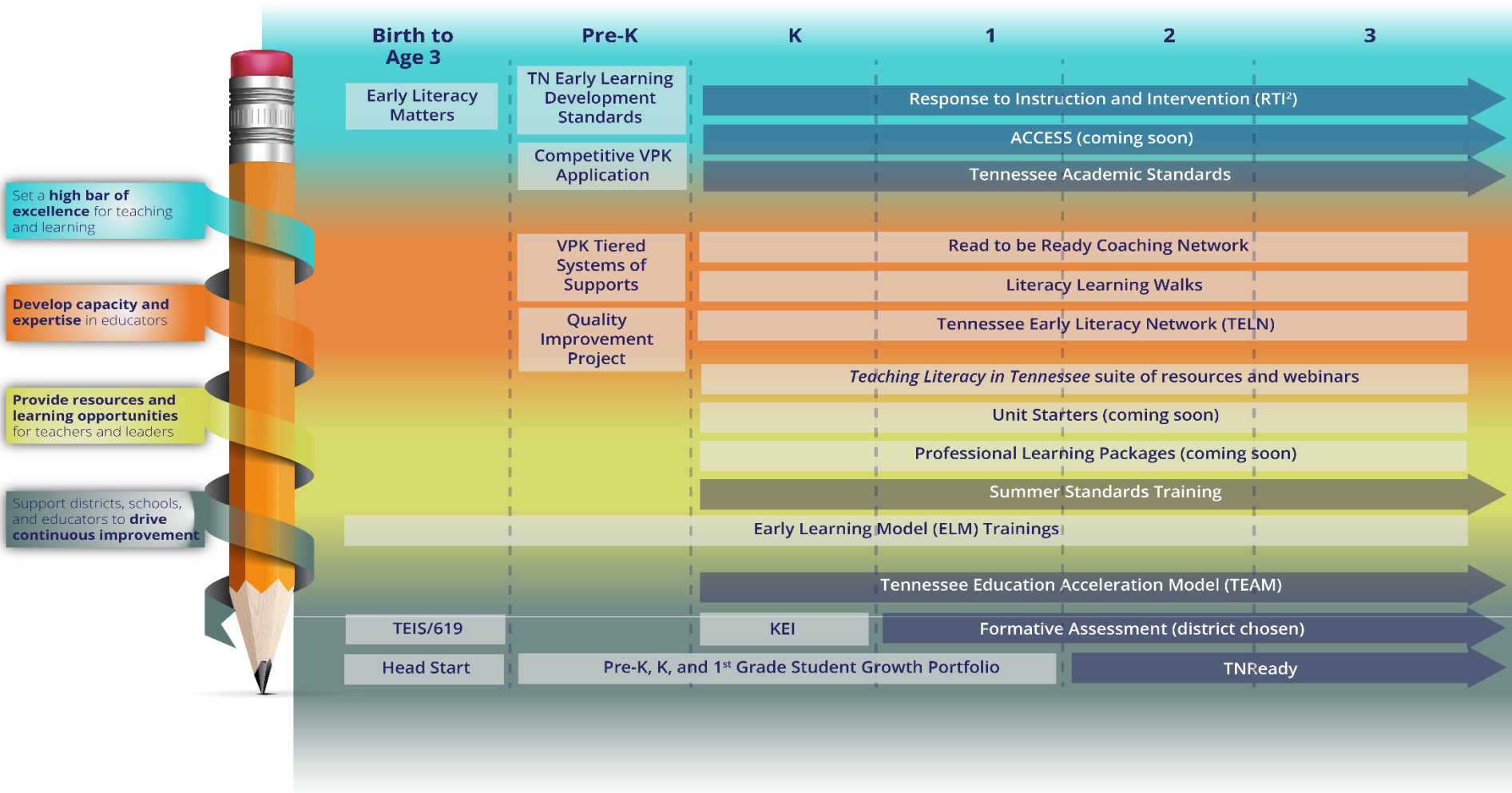
**Develop capacity and expertise** in educators

75% of third grade students will be proficient in reading by 2025.

**Provide resources and learning opportunities** for teachers and leaders

Support districts, schools, and educators to **drive continuous improvement**

# Connecting the Dots



# A Coherent Approach to Teaching Literacy in Tennessee

## Educator Preparation

With alignment to the EPP literacy standards, educator preparation providers are designed to prepare educator candidates for teaching literacy to ALL students at ALL levels.



## New Educator At School

New educators effectively implement high quality instructional practice to support students in meeting the Tennessee Academic standards.



### Develop Core Competencies



**Competency No. 1**  
Observe, assess, and respond to student needs



**Competency No. 2**  
Possess deep knowledge of literacy content and child development



**Competency No. 3**  
Provide access during core instruction to all students using multiple sources of data and assessment

### Literacy Initiatives



**Read To Be Ready**  
Statewide unifying vision and work to support literacy instruction and improve results for all students



**Response To Instruction & Intervention (RTI²)**  
Framework for high-quality differentiated instruction that emphasizes early intervention for struggling students

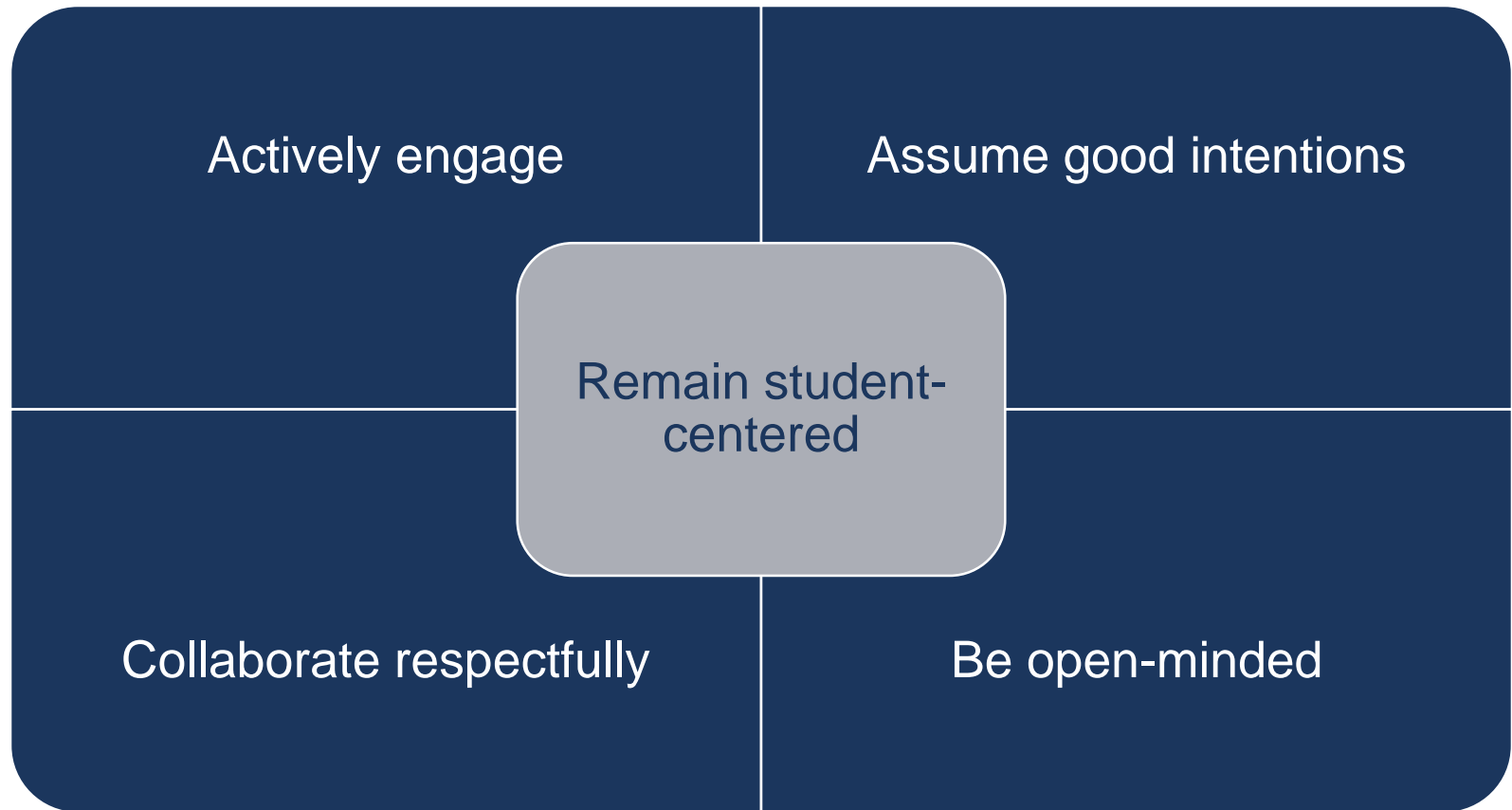


**Early Learning Model (ELM)**  
Comprehensive plan to improve teaching and learning in pre-K and kindergarten

*at least*  
**75%**  
of third graders  
will be reading  
proficiently by 2025



# Convening Norms





# Tennessee Academic Standards

November 2017 - Tammy Shelton

# Pillars of Success





# TN ELA Academic Standards – Five Strands

**1**

K-5 FOUNDATIONAL LITERACY

**2**

6-12 LANGUAGE

**3**

K-12 READING (Literature & Informational Text)

**4**

K-12 SPEAKING AND LISTENING

**5**

K-12 WRITING

# The Focus of Progression of Skill Building

K-5

The integrated nature of the standards lay a solid foundation for language and literacy.

6-8

The standards reinforce this foundation while increasing the complexity of texts and tasks.

9-12

The standards build on sophistication and style.

# Vertical Progression of Skills

[illegible]

# The Three Shifts in ELA Instruction

- **Text Complexity**— Regular practice with complex text and its academic vocabulary
- **Knowledge** – Building knowledge through content-rich literary and informational text
- **Evidence** – Reading and writing grounded in evidence from both literary and informational text

# The Role of Standards

**Standards drive instruction.**

**Standards drive assessment.**

**Standards drive educator preparation.**



**TN**

®

# **TNReady Findings in ELA**

# ELA Results From Spring 2017

- Findings were consistent across all grades 2-11.
- There is evidence that there is an overall shift in instruction.
- There is evidence that the shifts are a focus of instruction.
- Students are showing success in 2 of the 3 shifts.

# Grades 3-11 Findings

- **Text Complexity**– Regular practice with complex text and its academic vocabulary
  - Students are showing improvement with determining the meaning of unknown words from context.
- **Knowledge** – Building knowledge through content-rich literary and informational text
  - Students are demonstrating an ability to grapple with content-rich complex texts.
- **Evidence** – Reading and writing grounded in evidence from both literary and informational text
  - Students continue to struggle with identifying the **strongest** textual evidence used to support an idea or argument.



# ELA Successes

## Reading

- Because we use only authentic texts, students are encountering much more complex texts on TNReady than they did on the previous TCAP Achievement tests. Students are demonstrating an ability to grapple with more complex texts, evidence of another instructional shift.
- Students show success with determining the meaning of unknown words using context. One of the three shifts places a heavy focus on academic vocabulary. That shift in instruction is evident in the assessment.

# ELA Successes

## Writing

- Students show success in using narrative techniques when composing narrative stories. Students likely encounter more literary texts than they do informational texts in ELA instruction. Because of this exposure to mentor narrative texts and because of a natural preference for storytelling (research supports this), students show comfort and skill with composing narratives.

# ELA Challenges We Still Face

## Reading

- Students continue to struggle with determining the central idea of texts. They have trouble discerning what information is a detail; what information is an idea; and how details contribute to making an idea. These are difficult skills to master.
- Students continue to struggle with identifying the best textual evidence used to support an idea or argument. Students often can point to textual evidence, but they do not always select the **strongest** evidence from the reading to support their interpretation.

# ELA Challenges We Still Face

## Writing

- Students struggle to acknowledge and address the counterclaim in argumentative writing.
- Students struggle to write informational essays that enhance the reader's understanding of the stimulus texts. The essays often resort to summarizing or regurgitating facts from the text.
- Students struggle with answering or adhering to the specific prompt.

# Grade 2 Findings

- There is evidence that there is an overall shift in instruction
  - Evidence that teachers are implementing an integrated approach to instruction (more evident with vocabulary and language skills versus phonics and word recognition)
- There is evidence that the 3 ELA shifts are a focus of instruction
  - Students demonstrated the ability to grapple with both literary and informational text.
  - Students demonstrated the ability to determine the meaning of unknown words.
- There is evidence that informational text remains more challenging than literary text, particularly in these areas:
  - Standard 2
  - Listening (extended texts)

# Grade 2 ELA Successes

- Overall, students are able to grapple with complex text, both literary and informational, with equal success.
- Students' ability to read and respond to both literary and informational text is comparable between the two genres.
- Students demonstrated the ability to determine the meaning of unknown words and phrases in both literary passages and informational text.
- Little to no difference between students' ability to apply their foundational literacy skills to either literary passages or informational text.

# Grade 2 ELA Challenges We Still Face

- Students performed better on determining the central message/main topic of a text when dealing with literary text versus informational text.
- Students performed significantly better when responding to items associated with literary listening passages versus informational listening passages.
- Students were able to respond to items dealing with sentence composition (conventions of standard English grammar and usage) with a higher rate of accuracy than items associated with phonics and word recognition skills.

The logo consists of a red square with the letters 'TN' in white, serif font. Below the red square is a thin blue horizontal bar.

**TN**

**ELA TNReady Design**



# 2017-18 TNReady Structure

## Grades 5-11

- 4 subparts
- Writing to Sources
  - Argument, Informational, or Narrative Mode
  - Scored on a 4-trait rubric
    - Focus/Organization, Development, Language, Conventions
- Reading Passages
  - Literary and Informational
- Editing Tasks

# 2017-18 TNReady ELA

## Grades 3 and 4 has been redesigned:

- 4 subparts
- The integrated format will assess students based upon questions derived **from both literature passages and informational text** in order to determine their mastery of the standards in the following areas:
  - Reading Comprehension
  - Foundational Literacy Skills
    - Vocabulary
    - Phonics and Word Recognition
    - Conventions/grammar/spelling (language)
  - Listening
  - Foundational Literacy Fluency
  - Writing

# Grade 2 Assessment

- The grade 2 assessment is **optional**.
- Created in order to help schools and districts measure their progress toward the **state's goal of having 75 percent of third-graders reading on grade level by 2025**.
- **Criterion referenced** as opposed to norm referenced.
  - Standards based
- Provides **invaluable data** to both second and third grade teachers
- Ensures that our youngest students are **strengthening foundational literacy and math skills** early in their academic careers

# Pillars of Success



- [TNReady.gov](https://TNReady.gov)
  - FAQ
  - Blueprints
  - Item types document
  - Grade-level overviews
  
- [TNStandards.Questions@tn.gov](mailto:TNStandards.Questions@tn.gov)

The logo consists of a red square with the letters 'TN' in white, serif font. Below the red square is a thin dark blue horizontal bar.

**TN**

®

**Read to be Ready**

# Overview of Resources

**What is reading proficiency?**

**Read to be Ready:  
A vision for third  
grade reading  
proficiency**



**Read to be Ready**  
A vision for third-grade reading  
proficiency in Tennessee  
Tennessee Department of Education | September 2019

*Note: Resources in this  
graphic are hyperlinked.*

**What is our  
current status?**

**Setting the  
Foundation**

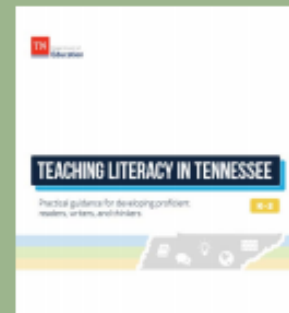


**Building the  
Framework**

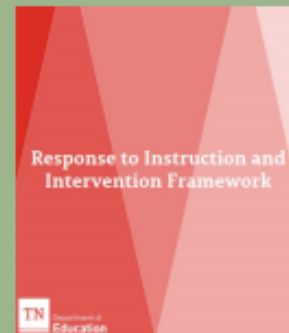


**How do we help  
our range of  
learners become  
proficient?**

**Teaching Literacy  
in Tennessee: K-3**

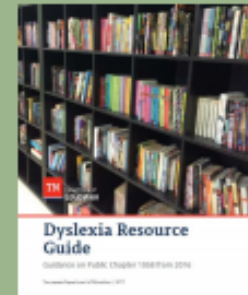


**RTI<sup>2</sup> Manual**



**How do we best  
support certain  
student  
groups?**

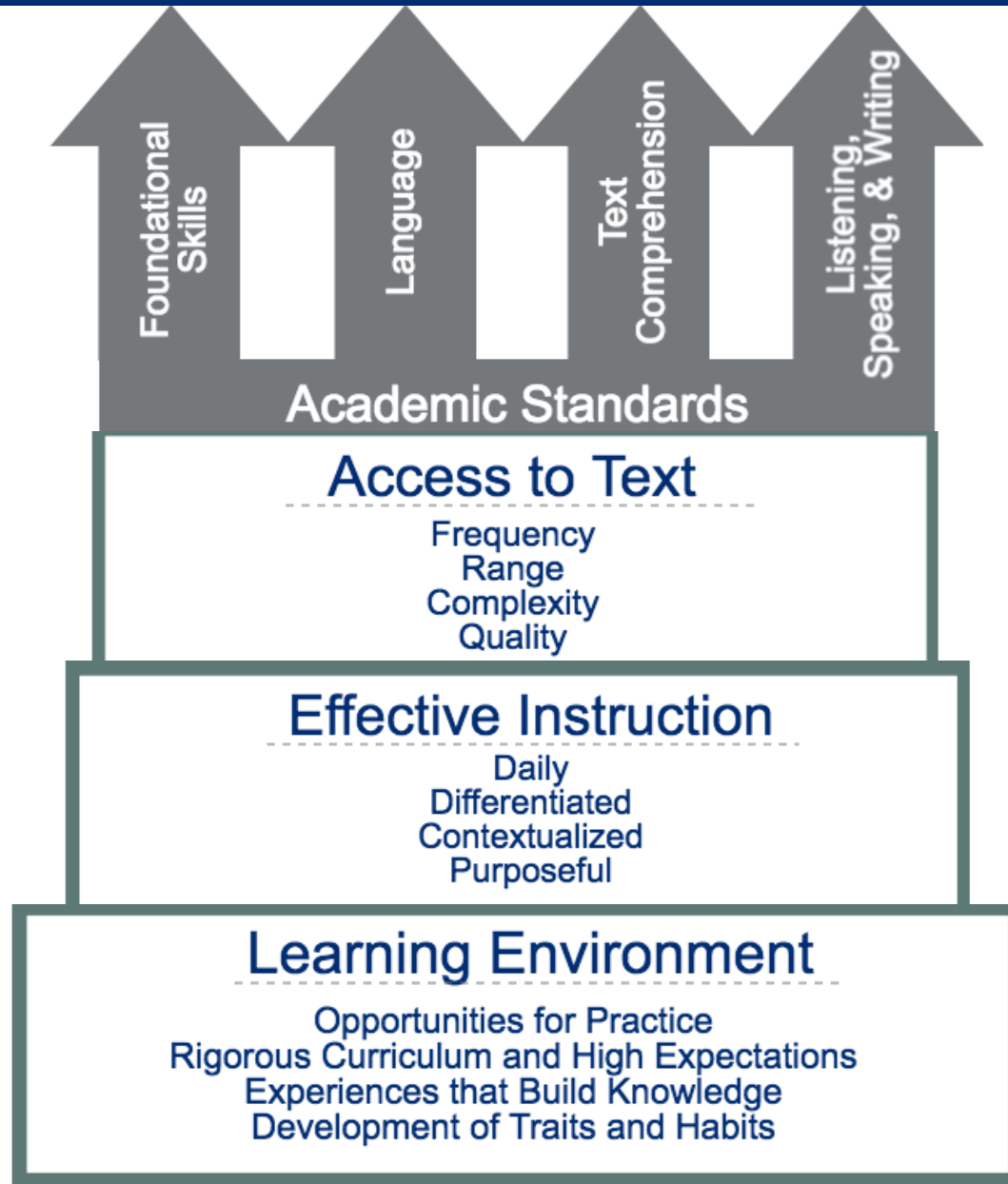
**Dyslexia  
Resource Guide**



**Teaching Literacy  
in Tennessee:  
EL Companion**



# Making Meaning from Text





# Vision of Proficient Reading



**Accurately,  
fluently, and  
independently  
read a wide  
range of  
complex texts**



**Strategically  
employ  
comprehension  
strategies to  
analyze key  
ideas and  
information**



**Construct  
interpretations  
and arguments  
through  
speaking and  
writing**

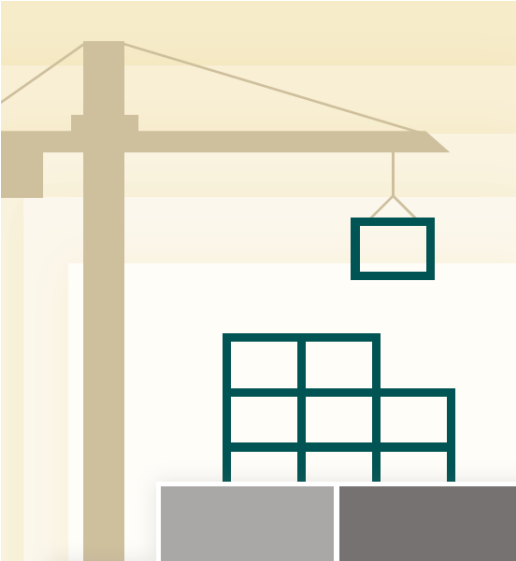


**Develop  
vocabulary**

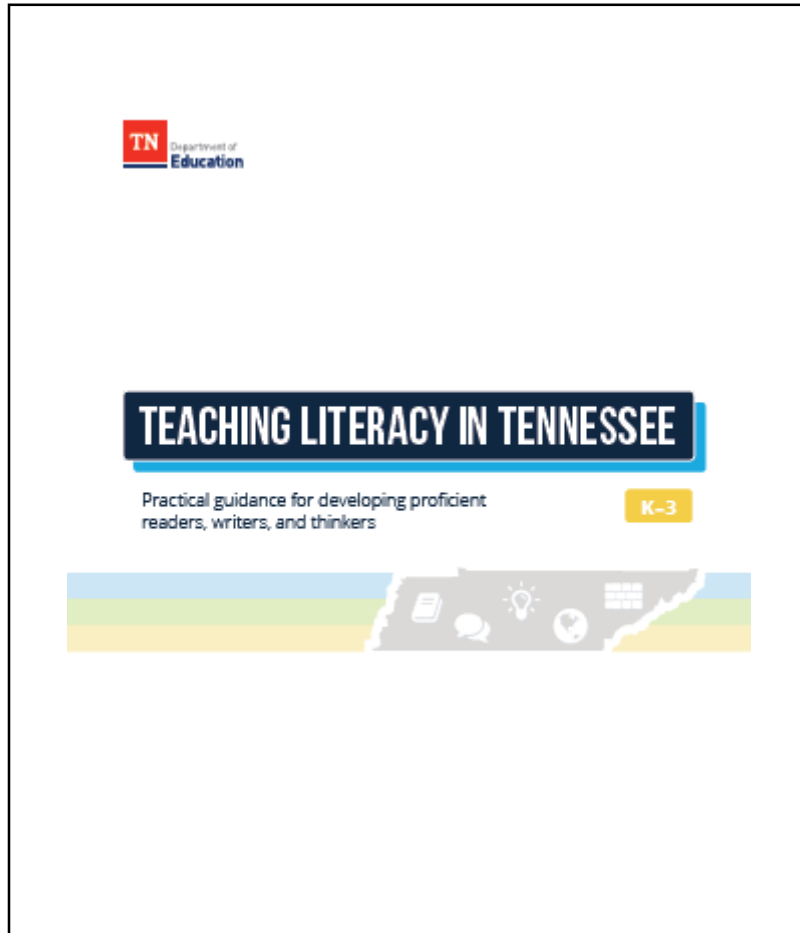


**Build  
knowledge  
about the world**

# Building the Framework

- Students need more opportunities to **practice reading foundational skills** within authentic reading and writing experiences.
  - Texts should be intentionally selected and sequenced to **build students' knowledge and vocabulary**.
- 
- The illustration shows a stylized construction crane with a yellow body and a brown boom. A small blue square is suspended from the end of the boom by a yellow rope. Below the crane, there is a grey base with two grey rectangular blocks. A blue brick wall, composed of several rectangular bricks, is being built on top of these blocks. The background is a light yellow gradient.
- Students need to be assigned **standards-aligned, challenging tasks** that ask them to demonstrate understanding of complex and interesting texts, analysis of the author's craft, and/or the knowledge they gained from the content of those texts.
  - Teachers should make use of **strong question sequences** that support student understanding and analysis of complex, high-quality texts.

# Teaching Literacy in Tennessee Theory of Action



**If we provide daily opportunities for ALL students to build skills-based and knowledge-based competencies by...**

- engaging in a high volume of reading;
- reading and listening to complex texts that are on or beyond grade level;
- thinking deeply about and responding to text through speaking and writing;
- developing the skill and craft of a writer;
- practicing foundational skills that have been taught explicitly and systematically and applied through reading and writing;

**Then, we will meet or exceed our goal of having 75% of Tennessee third graders reading on grade level by 2025.**

# Teaching Literacy in Tennessee Contents

SECTION PAGE

1 Introduction 4

2 Vision for Reading Proficiency 9

3 Tennessee's Approach to Literacy Instruction 10

4 A Framework for Teaching Literacy in Tennessee 11

5 Teaching Literacy in Tennessee Vignette 14

6 Before Instruction: Planning for the Unit 36

7 During Instruction: Key Practices 45

8 After Instruction: Reflection 50

9 Summary/Conclusion 52

10 Glossary 53

11 References 55

Instructional  
Decisions

## UNIT CONCEPTS

- Conservation
- Interdependence of Living Things
- Importance of Geography & Habitat

## ENDURING UNDERSTANDINGS

- Plants depend on their surroundings and other living things to meet their needs and to help them grow.
- People, plants, and animals depend on each other to survive.

## ESSENTIAL QUESTIONS

- Why do humans need to preserve trees?
- How do plants depend on their surroundings and other living things to help them live and grow?



**Both types of competencies work together during reading, writing, speaking and listening opportunities**

### SKILLS-BASED COMPETENCIES

concepts about print

word reading

fluency

alphabet knowledge

spelling

phonological awareness

### KNOWLEDGE-BASED COMPETENCIES

The ability to understand and express complex ideas

vocabulary

oral language skills

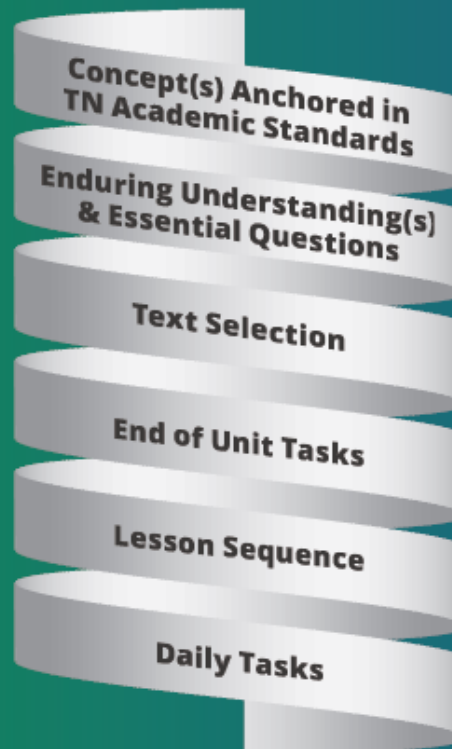
concepts about the world

# Literacy Unit Design Framework

## FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

### INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.



### STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.



**TN**

®

**Break**

The logo consists of a red square containing the white letters 'TN' in a bold, serif font. Below the red square is a thin, dark blue horizontal bar.

**TN**

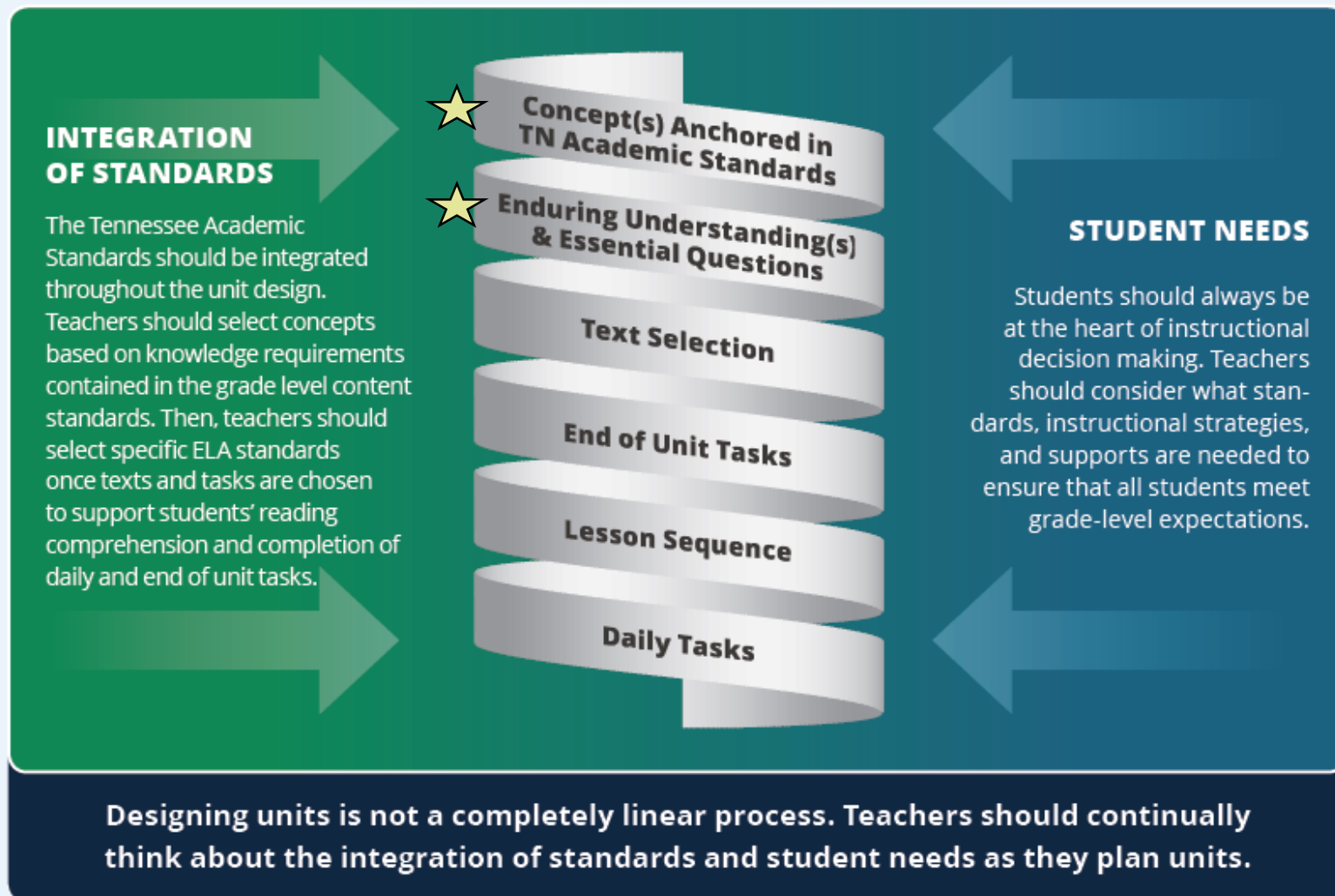
®

# Unit Planning



# Concepts as the Foundation of Unit Design

## FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE



# Unit Concepts



## GRADE K

There are **common, predictable weather patterns associated with each season** and people, animals, and plants are impacted by these changing weather patterns.



## GRADE 1

**Celestial bodies in the solar system are in motion**, resulting in patterns like day and night, the seasons, and the moon's phases.



## GRADE 2

Incredible forces deep inside the Earth result in **natural processes that change the Earth's surface**.



## GRADE 3

Each of the **planets in the solar system has it's own special path** – or orbit – around the sun, resulting in **specific characteristics**.

# Unit Starter ELA Standards (Grade 3)

## **ALIGNED STANDARDS: INFORMATIONAL TEXT**

3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

3.RI.KID.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

3.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently.

3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text.

3.RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

# Unit Starter ELA Standards (Grade 3)

## **ALIGNED STANDARDS: LITERATURE**

- 3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers
- 3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- 3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).
- 3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.
- 3.RL.CS.6 Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.
- 3.RL.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words.
- 3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.

# Unit Starter ELA Standards (Grade 3)

## ALIGNED STANDARDS: WRITING

3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information. a. Introduce a topic. b. Group related information together, including illustrations when needed to provide clarity to the reader. c. Develop the topic with facts, definitions, and details. d. Provide a conclusion. e. Use linking words and phrases to connect ideas within categories of information. f. Use precise language to inform about or explain the topic. g. Apply language standards addressed in the Foundational Literacy standard

3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)

3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.

3.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

# Unit Starter ELA Standards (Grade 3)

## **ALIGNED STANDARDS: SPEAKING & LISTENING**

3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

3.SL.CC.2 Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.

3.SL.CC.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

3.SL.PKI.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

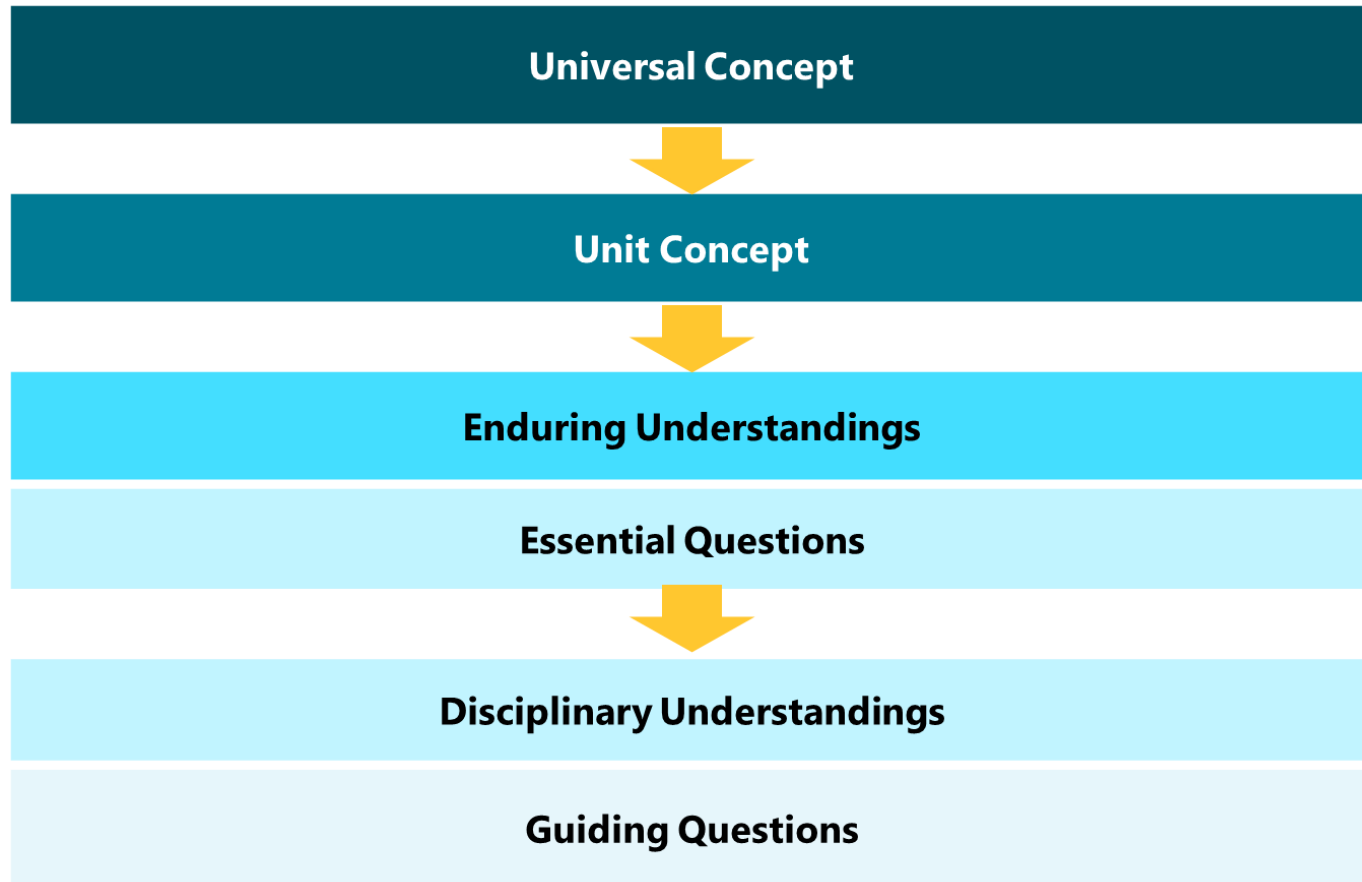
3.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

# Unit Starter Science Standard (Grade 3)

## **ALIGNED STANDARD: SCIENCE**

3.ESS1.1: Use data to categorize the planets in the solar system as inner or outer planets according to their physical properties.

# Resource: Unit Concepts





# Grade 3: Universal Concept



## Universal Concept:

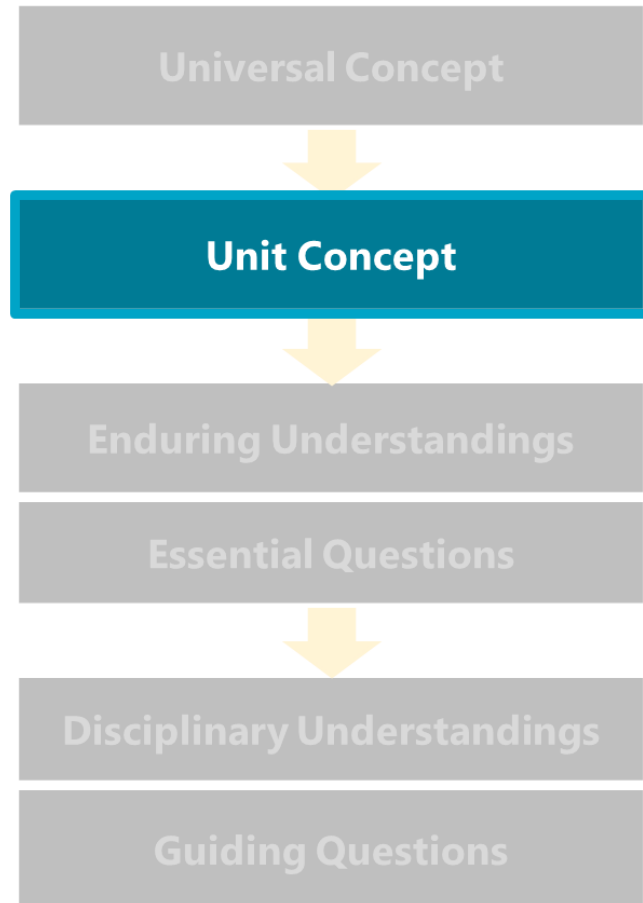
A concept that bridges all disciplinary and grade-level boundaries.

This concept provides educators and students with an organizational framework for connecting knowledge across disciplines into a coherent view of the world.

## Example:

Grade 3 - Differences in scale and proportion impact systems.

# Grade 3: Unit Concept



## Unit Concept

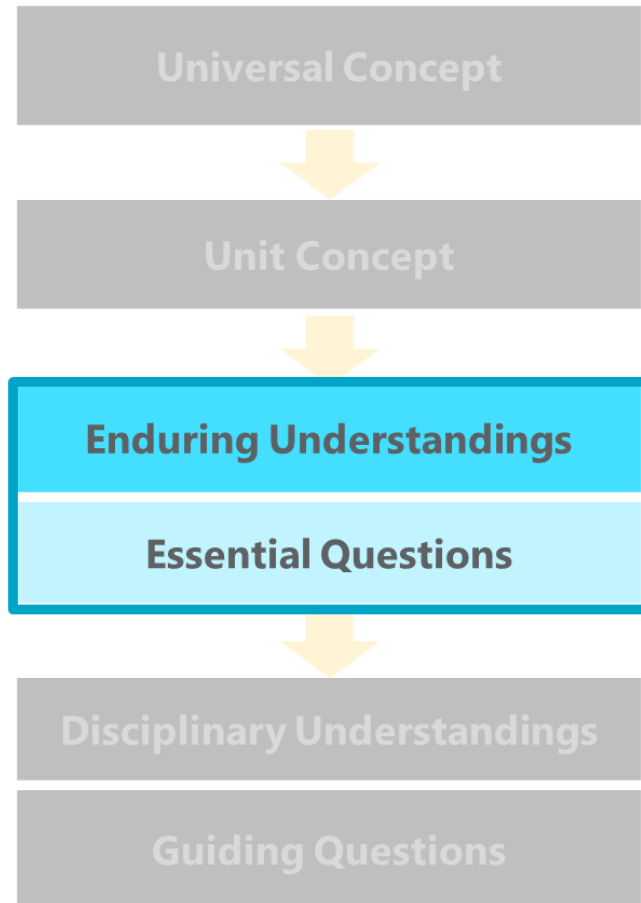
The application of the universal concept to the specific discipline – in this case science.

This concept provides students with an organizational framework for connecting knowledge within the disciplines into a coherent view of the world and provides educators with a focus for unit planning.

### Example:

Grade 3 - Distance from the sun affects planets' distinguishing characteristics.

# Grade 3: Enduring Understandings and Essential Questions



## Enduring Understandings

The ideas we want students to understand, not just recall, from deep exploration of our Unit Concept.

The Enduring Understandings reflect the abstract, easily misunderstood, “big” ideas of the discipline.

Example:  

Grade 3 - Each planet has specific characteristics based on its position in relation to the sun.

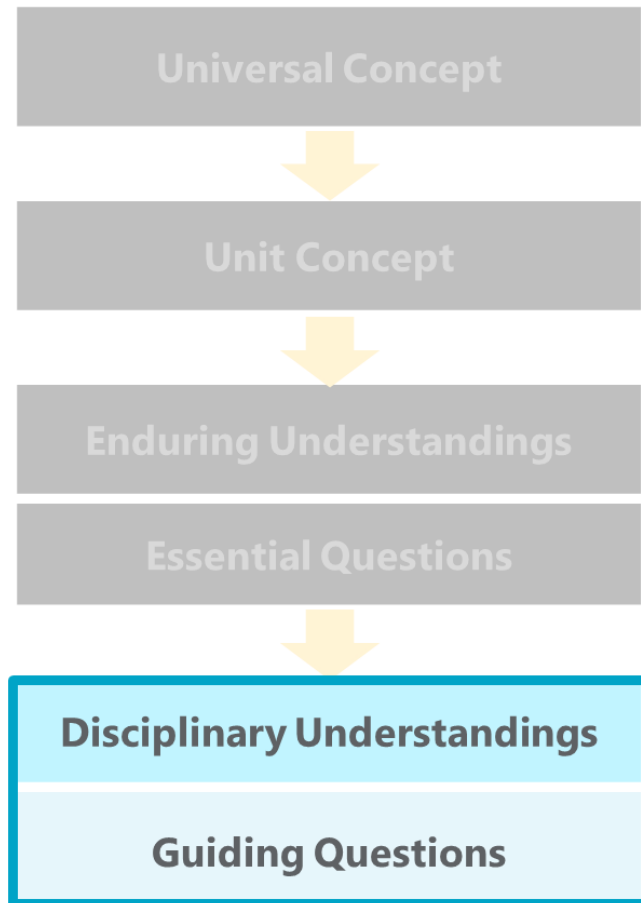
## Essential Questions

Open-ended questions that guide students’ exploration of the Enduring Understandings or “big” ideas of the discipline.

Example:

Grade 3 - Why is it important to understand the special path – or orbit – of each planet around the sun?

# Grade 3: Disciplinary Understandings and Guiding Questions



## Disciplinary Understandings

The specific ideas and specialized vocabulary of the discipline. These ideas will focus instruction, build disciplinary knowledge, and provide the schema to organize and anchor new word learning.

Example:

Grade 3 - Planets, including Earth, and other celestial bodies make up our solar system – one planetary system in the universe.

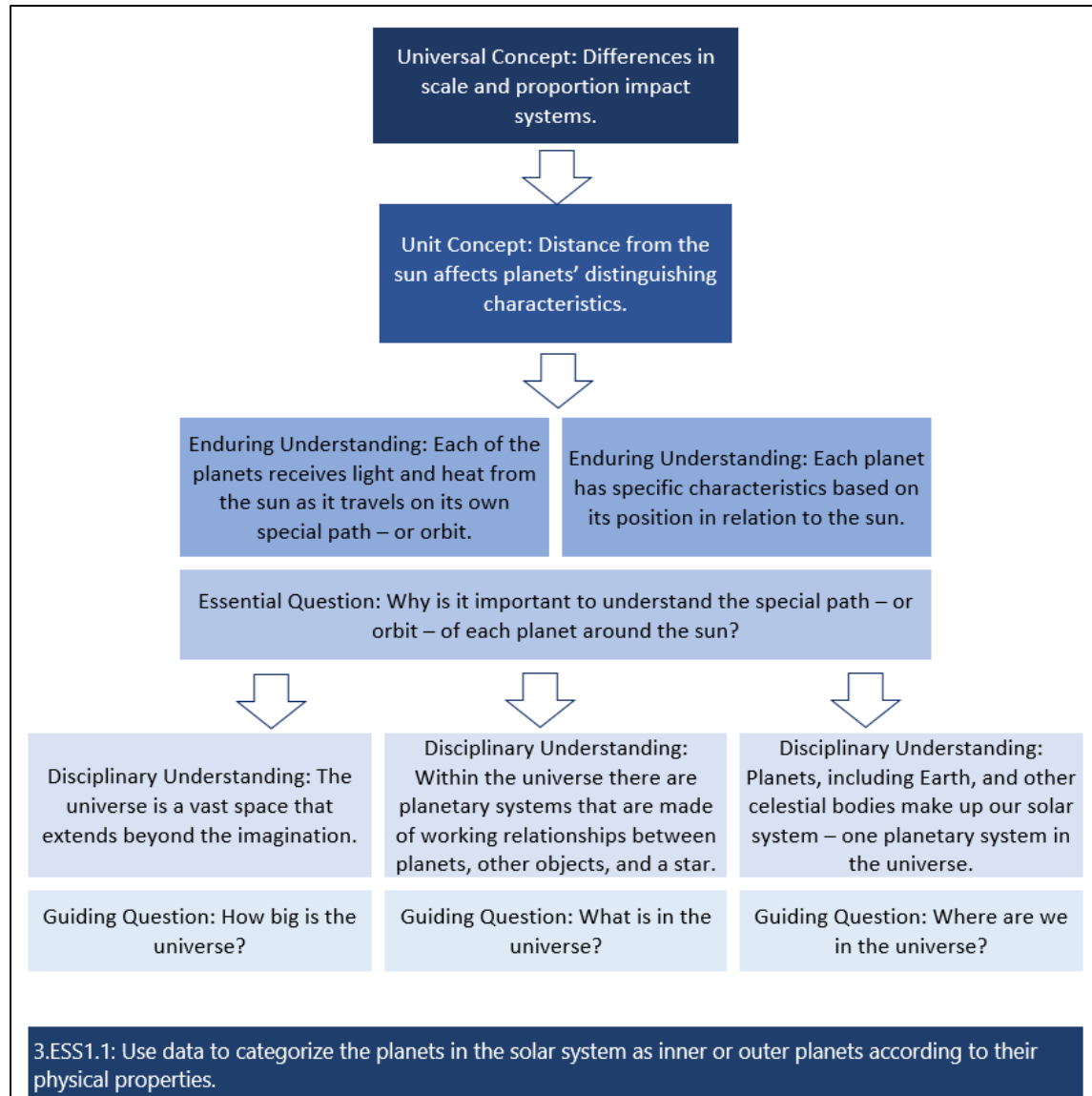
## Guiding Questions

Open-ended questions that guide students' exploration of the Disciplinary Understandings in the unit and refer specifically to the domain (e.g. ecosystems).

Example:

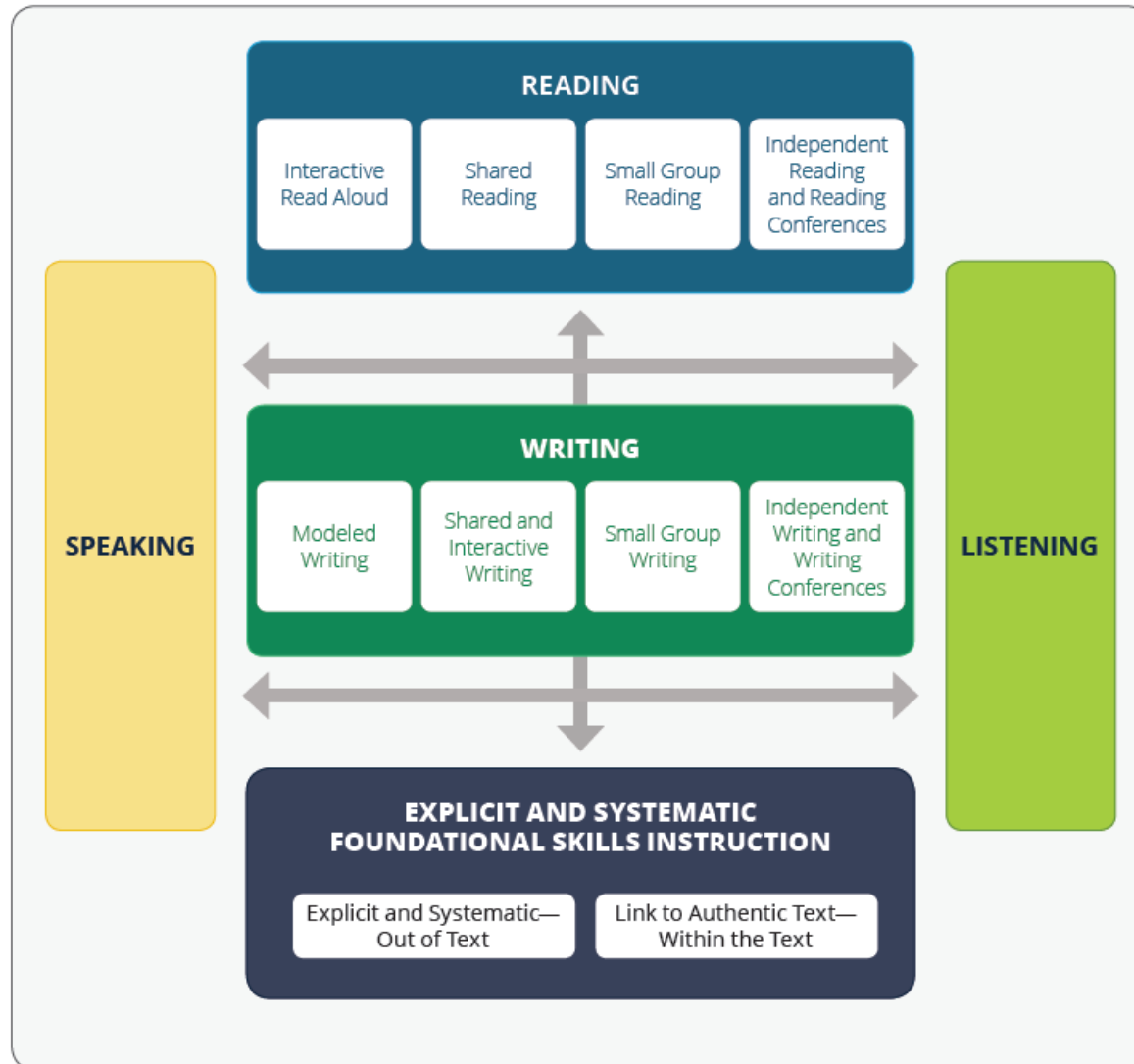
Grade 3 - Where are we in the universe?

# Unit Conceptual Knowledge Example

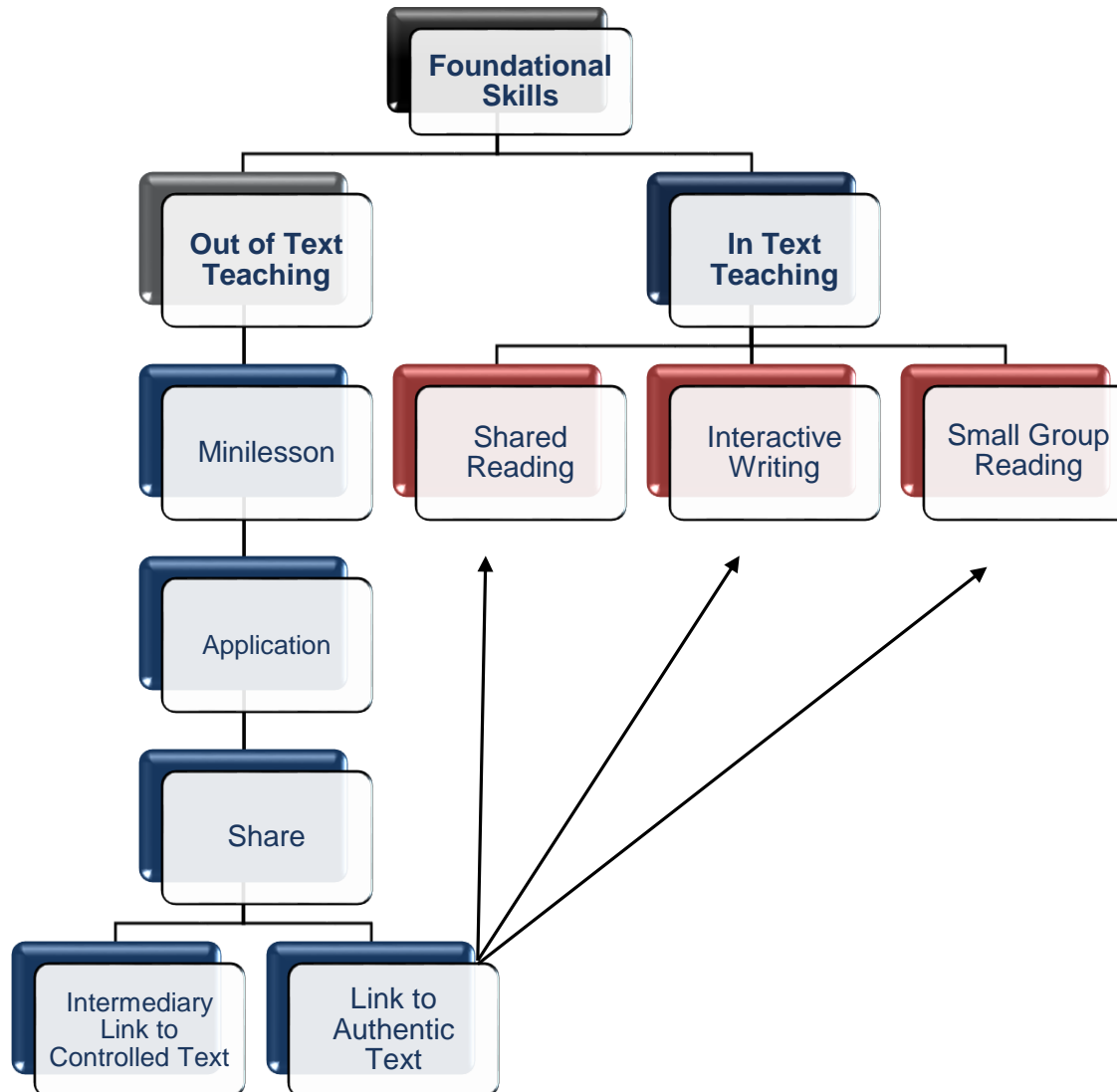


# Instructional Decisions

## ELEMENTS OF THE LITERACY BLOCK



# Foundational Skills: The Relationship Between Out of Text and In Text Teaching



# Text Selection

## FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

### INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.



Concept(s) Anchored in  
TN Academic Standards

Enduring Understanding(s)  
& Essential Questions

Text Selection

End of Unit Tasks

Lesson Sequence

Daily Tasks

### STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.

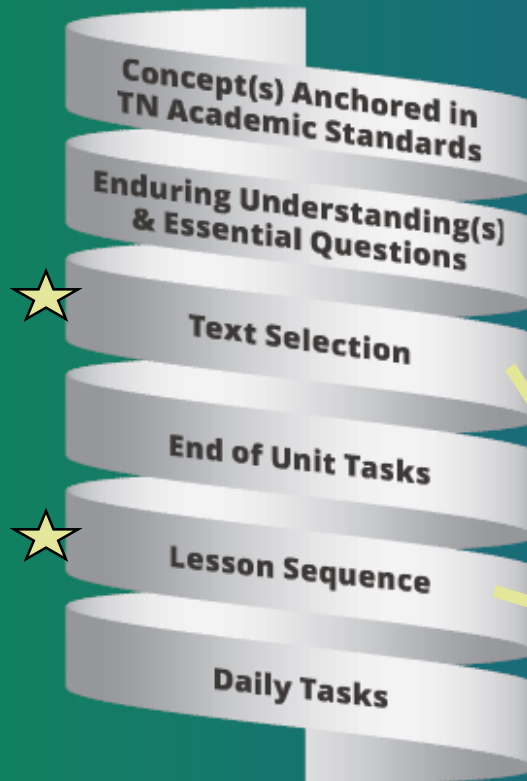


# Text Selection

## FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

### INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.



### STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

#### READING

Interactive Read Aloud

Shared Reading

Small Group Reading

Independent Reading and Reading Conferences

Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.

The logo consists of a red square containing the white letters 'TN' in a bold, serif font. Below the red square is a thin, dark blue horizontal bar.

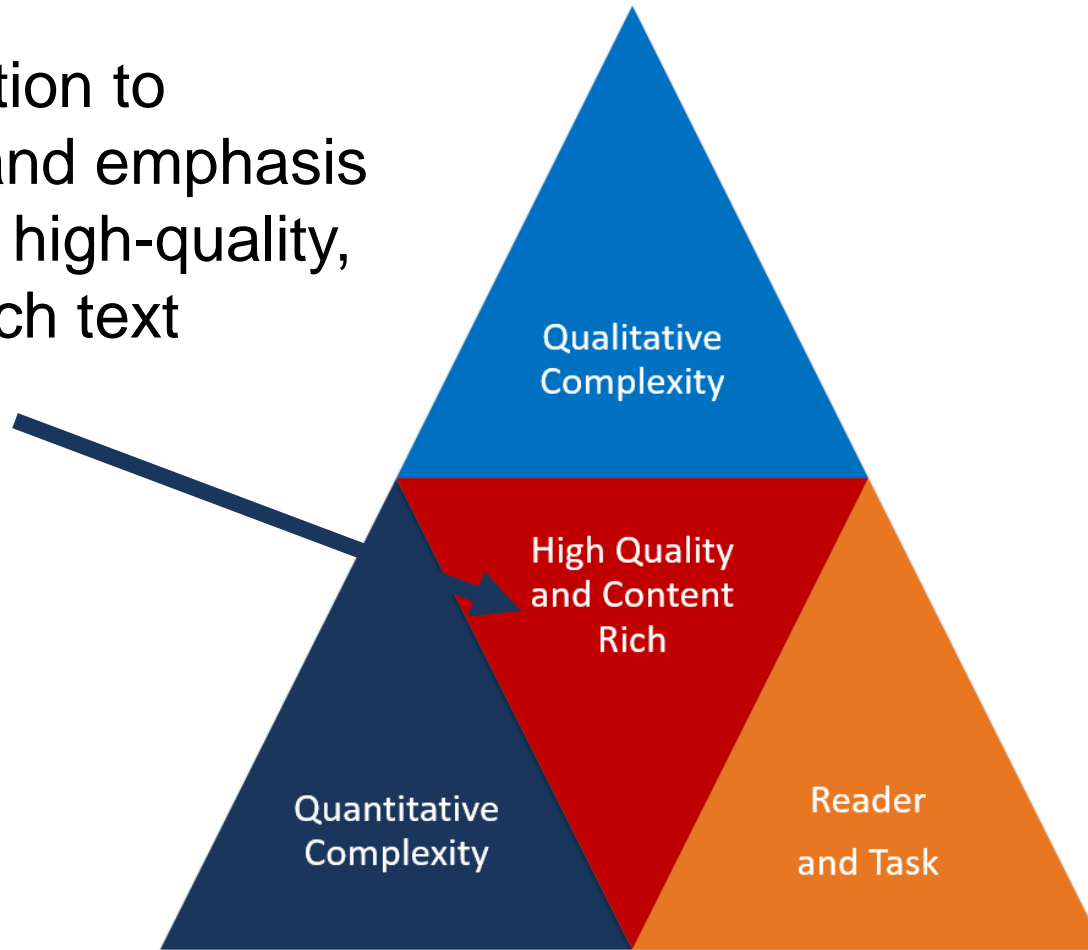
**TN**

®

**Text Complexity**

# Updated Complexity Pyramid

New addition to pyramid and emphasis in K–5 on high-quality, content-rich text

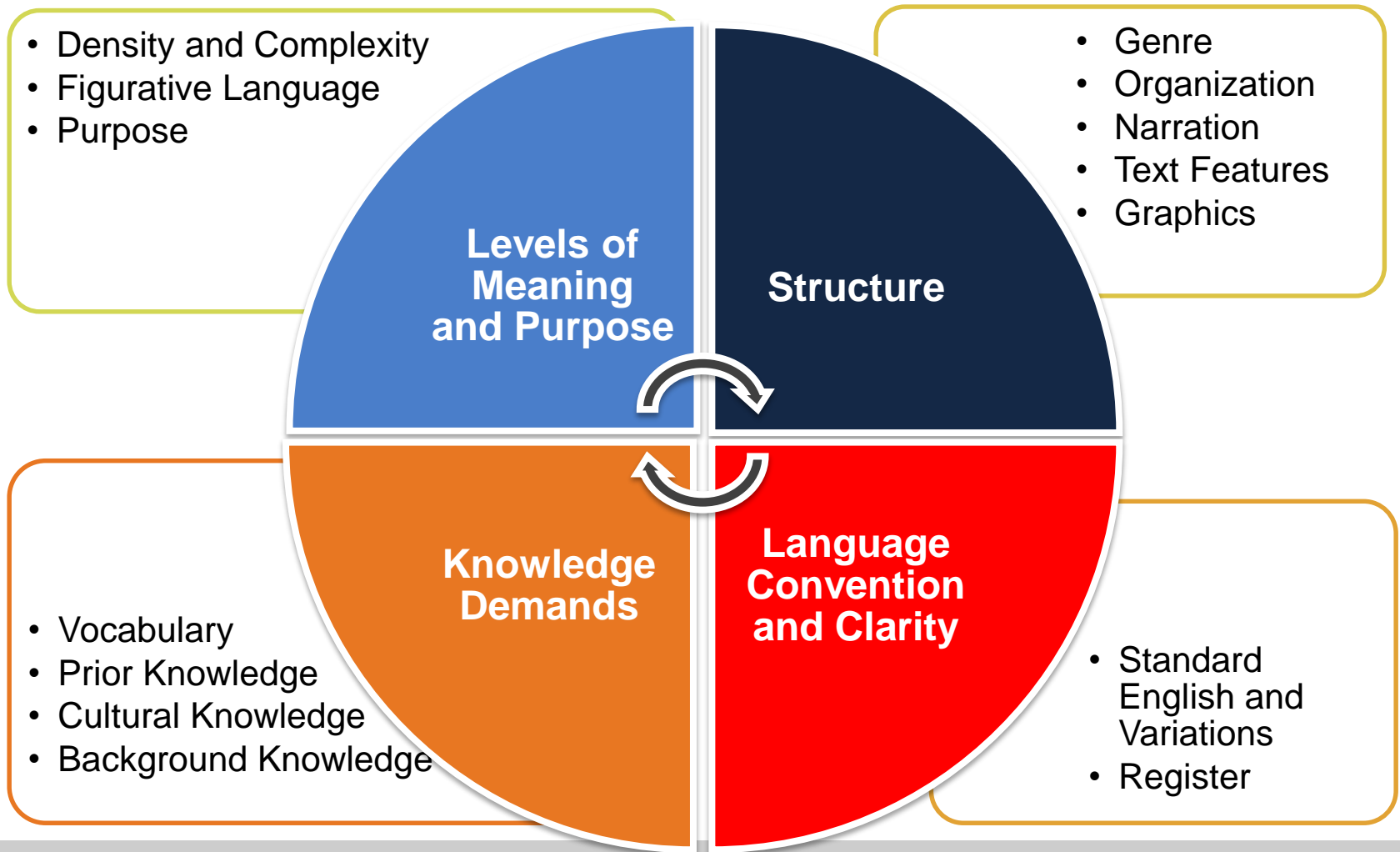


# Quantitative Measures of Text Complexity

## Lexile Measures by Grade Band

Grade	The Lexile Framework
K-1	Up to 530L
2-3	420L to 820L
4-5	740 to 1010L
6-8	925L to 1185L
9-10	1050L to 1335L
11-12	1185L to 1385L

# Qualitative Measures of Text Complexity



# Reader and Task

## Reader Considerations

- Are readers likely to be interested in the situation, theme, topic, issue, or subject matter of the text?
- What prior background knowledge or experience will readers need to successfully access and comprehend the text?
- What cultural details will students need to know to access/engage with/comprehend the text?

## Task Considerations

- What learning experiences must students have to lead them toward successful completion of the culminating task?
- With what kind of grouping structure will the students engage when analyzing this text?
- What kinds of thinking and problem solving will students have to use to fully access the text?

The logo consists of a red square with the letters 'TN' in white, serif font. Below the square is a thin dark blue horizontal bar.

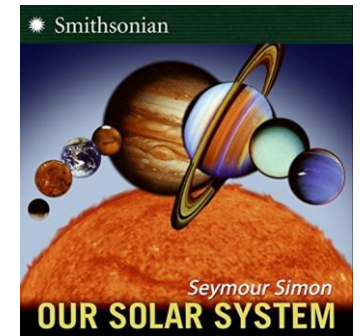
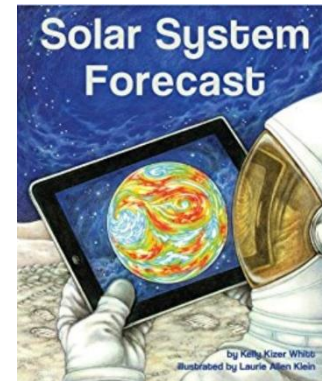
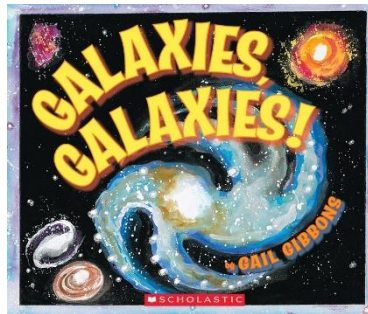
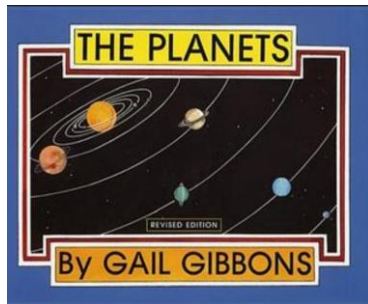
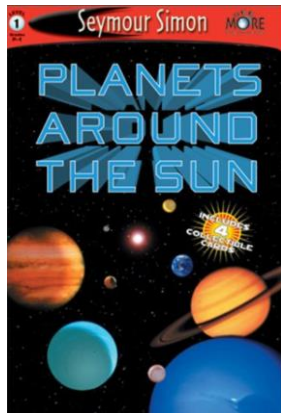
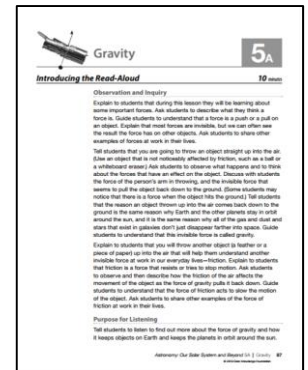
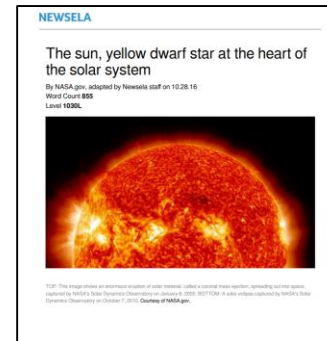
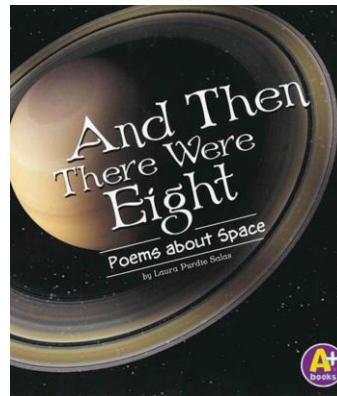
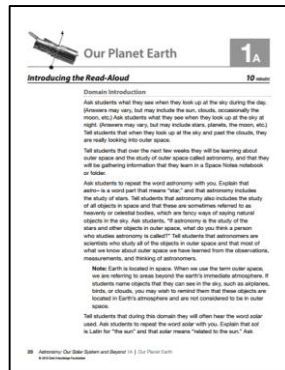
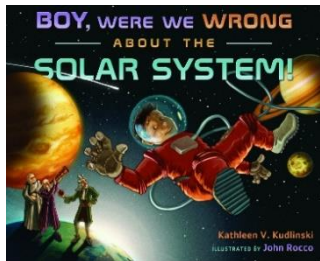
**TN**

®

**Text Sets**

# Text Sets

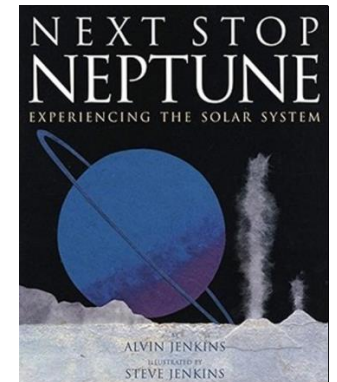
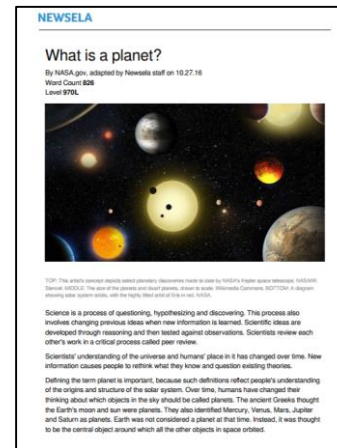
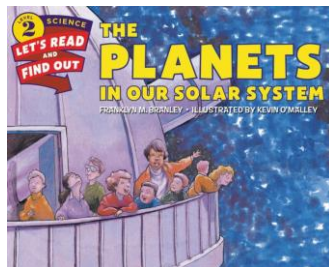
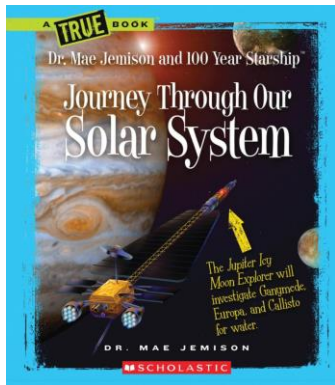
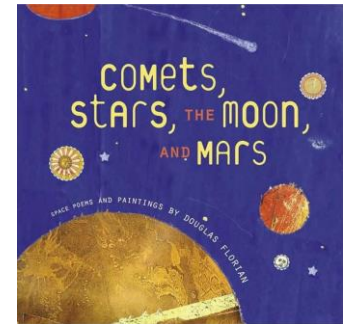
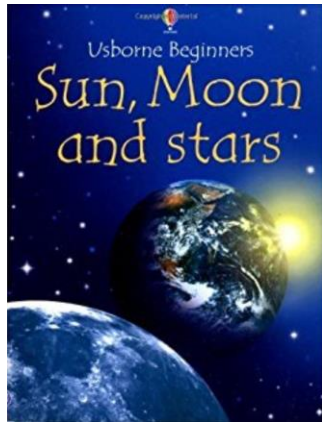
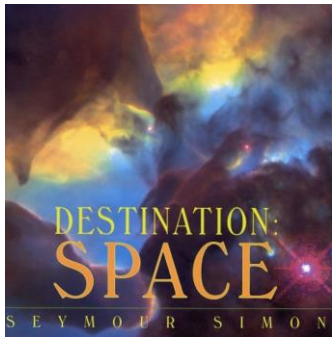
Text sets include opportunities for students to access at and above grade level expectations.





# Text Sets

The variety of texts in the set also supports the volume of reading throughout the day through multiple instructional strategies.

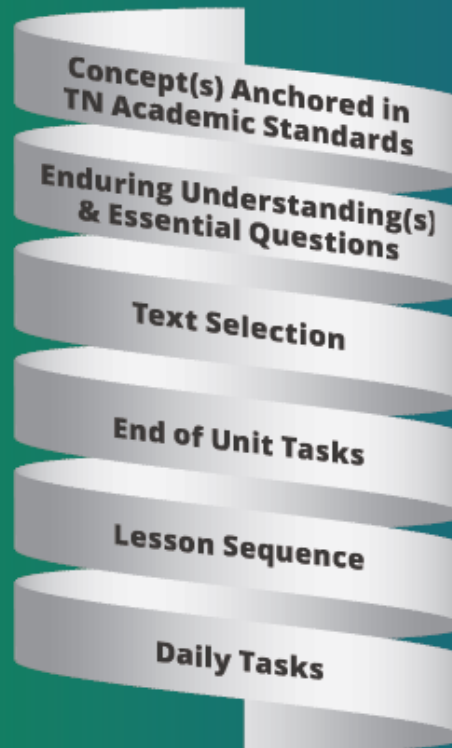


# Literacy Unit Design Framework

## FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

### INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.



### STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.

# Take a Moment

As you consider all of the information that has been shared throughout the morning, what are some initial reactions that you have about how your current programs are already aligned with this approach, and what areas might you need to reconsider?

The logo consists of a red square with the letters 'TN' in white, serif font. Below the square is a thin dark blue horizontal bar.

**TN**

®

**Lunch**

The logo consists of a red square with the letters 'TN' in white, serif font. Below the red square is a thin, dark blue horizontal bar.

**TN**

®

# Instructional Shifts

# EPP Literacy Standards

- Alignment with the TN Academic Standards
- Linear format, non-linear implementation
- Multiple expectations per standard

# Example Program Designs

- Page 1: Literacy course sequence with accompanying field experiences
- Page 2: Weekly schedule of course II
- Page 3: Focus on three weeks of instruction with standards alignment, readings, and field experiences

# Example #2 – Weekly Schedule

## Teaching Elementary Reading & Language Arts I

Week	Topic
Week #1	Intro to Balanced Literacy & Learning Theories
Week #2	Emergent Literacy & Concepts about Print
Week #3	Oral Language Development
Week #4	Assessments in Literacy
Week #5	Phonics & Phonemic Awareness
Week #6	Comprehension: Text Factors
Week #7	Comprehension: Reader Factors
Week #8	Guided Reading & Basal Texts
Week #9	Becoming Fluent Readers & Writers



# Syllabus #2—Standards Alignment

## Teaching Elementary Reading & Language Arts I

Week	Reading	EPP Literacy Standards
Week #4  Assessments in Literacy	Tompkins Ch. 2	<b>4.1</b> Describe how literacy assessment connects to and supports planning <b>4.2</b> Select & implement literacy assessment and evaluation tools appropriately <b>4.3</b> Select & implement valid, reliable, appropriate assessments to obtain information on student language acquisition and literacy development <b>4.4</b> Select & implement assessments that recognize students' multiple ways of communicating their knowledge and understanding <b>4.5</b> Select & implement diagnostic assessments <b>4.6</b> Analyze students' cultural and experiential differences through a critical analysis of diagnostic data <b>4.7</b> Interpret literacy assessment data effectively <b>Content standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8</b>
Week #5  Phonics and Phonemic Awareness	Tompkins Ch. 3	<b>1.2</b> Word Level Skills – Candidates must demonstrate mastery of the skills students need to be taught, including: sound articulation, pronunciation, spoken words, alphabetic understanding, etc.
Week #6 Comprehension Text	Tompkins Ch. 4	<b>1.4</b> Craft and Structure of the Language of Texts <b>1.7</b> Comprehension and Collaboration Candidates must demonstrate mastery of the skills students need to be taught, including: analysis of the structure of texts, selection of appropriate texts for instruction

# Breakout Rooms

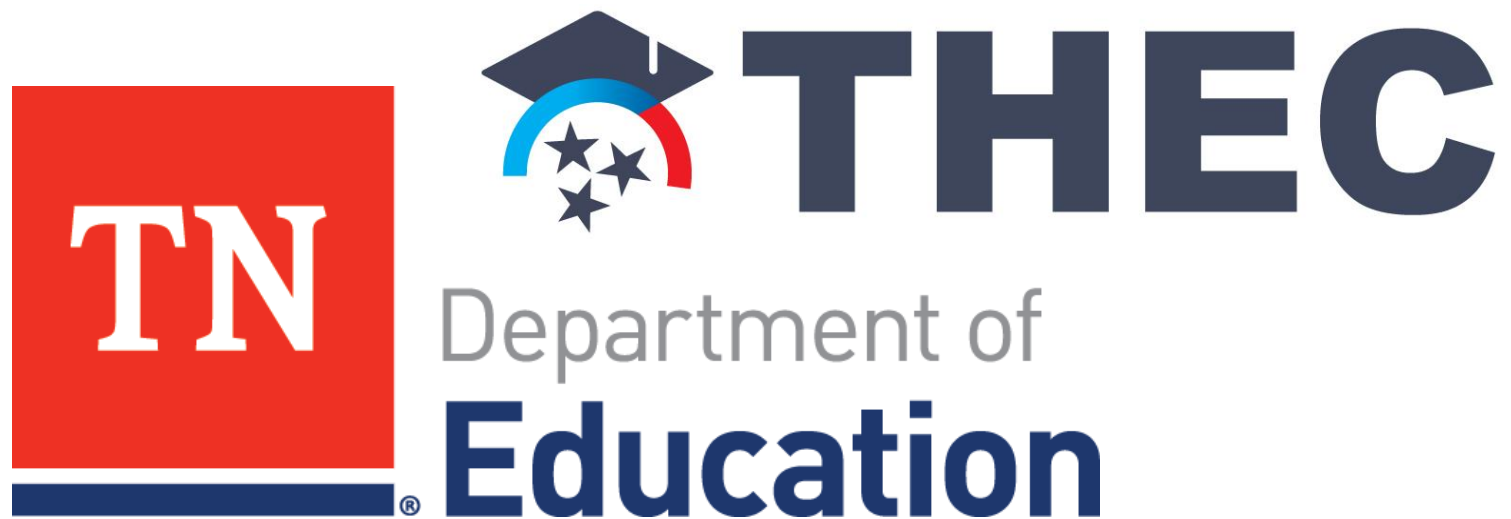
- **Room 101:** Trevecca, Welch, Vanderbilt, MTSU
- **Room 101a:** Martin Methodist, Tennessee State, Belmont, Lipscomb
- **Room 200:** Fisk, Aquinas, Cumberland, Tennessee Tech

# Program Design

- When examining your current course structure, syllabi, resources, assessments and clinical experiences, do expectations of knowledge and practice get more integrated and complex over time?
- Are the new EPP literacy standards adequately addressed?
- What changes might be needed to ensure that candidates understand how students' knowledge-based and skills-based competencies are integrated to create meaning and build knowledge?
- Are there opportunities for literacy integration in content or pedagogy courses?

# Wrap Up of Day 1

- Thinking about your last breakout session discussion, what were 1-2 aspects of your program that stood out to you that may require revision?



# Literacy Preparation in Tennessee

**Middle Tennessee EPP Convening**

November 8-9, 2017

# Summary of Day 1: Takeaways

## Short-term

- Teaching Literacy in Tennessee alignment with edTPA
- Collaborative program design
- Integration across non-literacy courses
- Assumptions about candidate knowledge
- Text selection

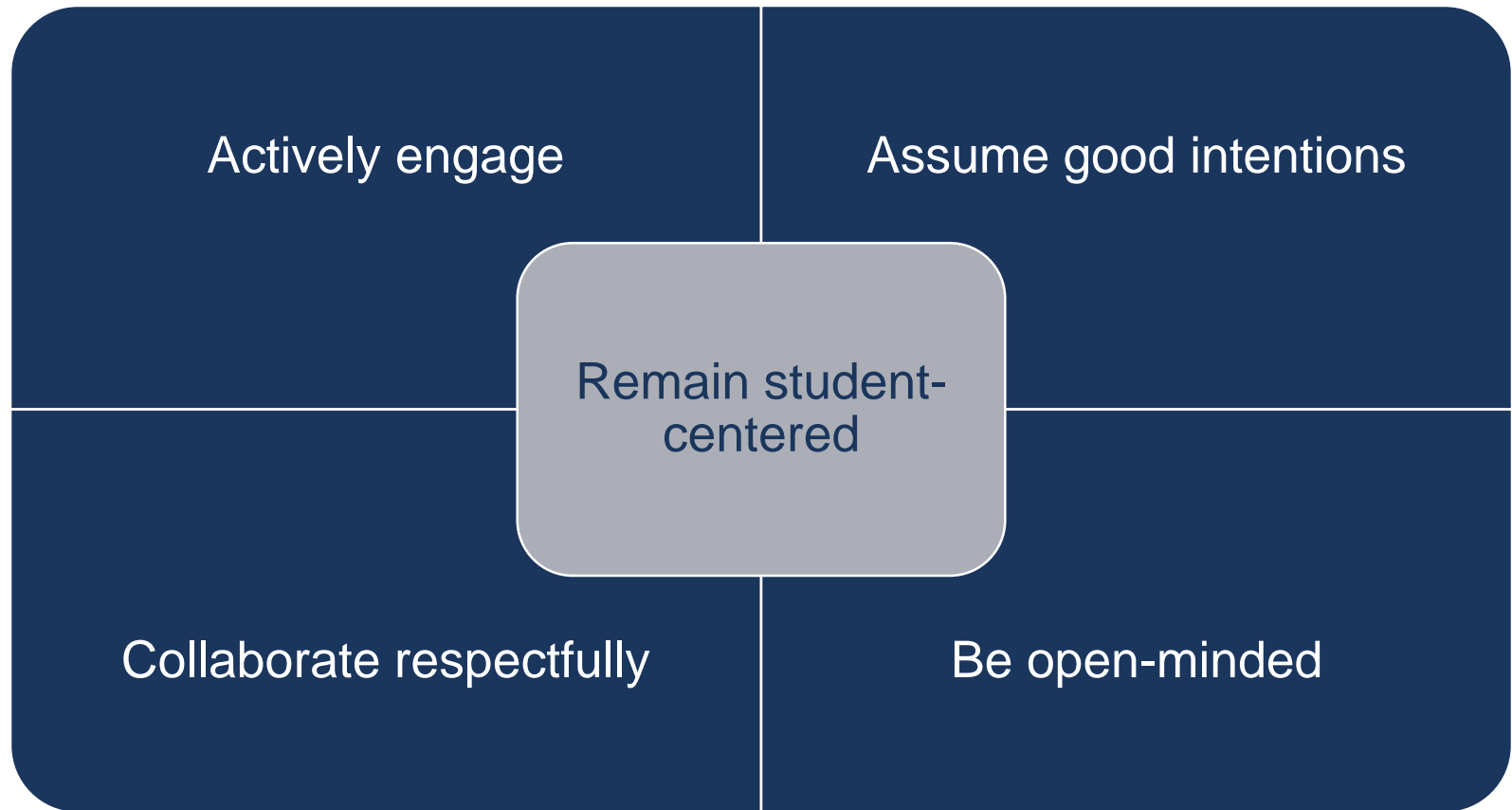
## Long-term

- EPPs as sources for coaches
- Partnerships with districts is critical
- Clinical mentors are key
- Preparation to Induction

# Convening Objectives

- Develop a better understanding of state initiatives, including a deep understanding of *Teaching Literacy in Tennessee*, and how they are aligned;
- Begin to assess how well current programs address and respond to the new EPP literacy standards;
- Identify programmatic changes needed to fully implement the new literacy standards; and
- Understand the review process and begin developing program proposals for review.

# Convening Norms





# Agenda – Day Two

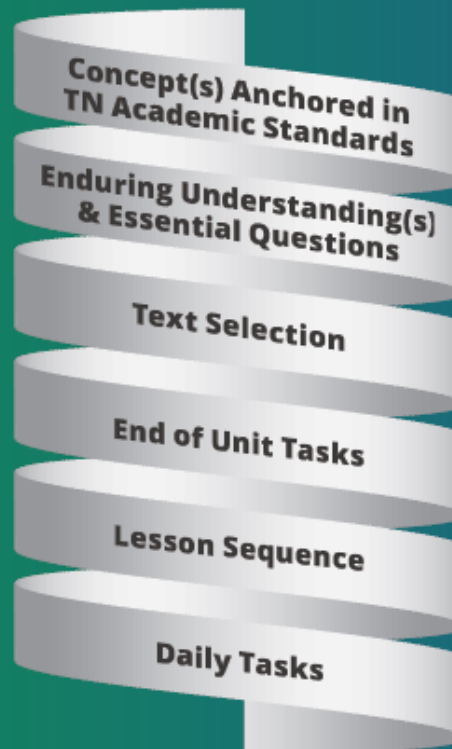
	Day Two
8:00	Breakfast
8:30	Welcome
8:35	<b>Priority Two: Unit Planning (continued) &amp; Priority Three: Writing</b>
11:00	Role-alike conversations
12:15	Lunch
1:00	<b>Proposal Review Process</b>
3:15	Literacy network conversation
3:45	Wrap-up/evaluation

# Literacy Unit Design Framework

## FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

### INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.



### STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

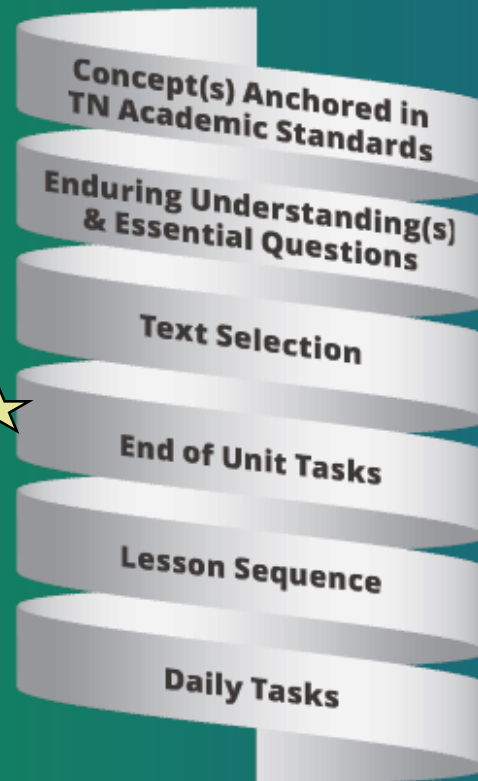
Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.

# End of Unit Tasks

## FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

### INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.



### STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.

# End-of-Unit Task Example (Grade 3)

Imagine you are a NASA scientist and the president has asked you if we can relocate people to other planets. You have to prepare a brief for the president on why Earth is ideally suited for life but the other planets are not.

Be sure to do the following when you write your brief:

- Write an introduction.
- Use information from unit texts to explain why earth is ideally suited for life.
- Use information from unit texts to explain why each of the other planets in our Solar System is not suitable for life. In your explanations, be sure to talk about the specific characteristics of each planet.
- Use linking words and phrases to connect your ideas.
- Use vocabulary words from our words of study: climate, patterns, distance, atmosphere, surface.
- Write a concluding statement.

# Resource: Lesson Sequence

## FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

### INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.

Concept(s) Anchored in  
TN Academic Standards

Enduring Understanding(s)  
& Essential Questions

Text Selection

End of Unit Tasks

Lesson Sequence

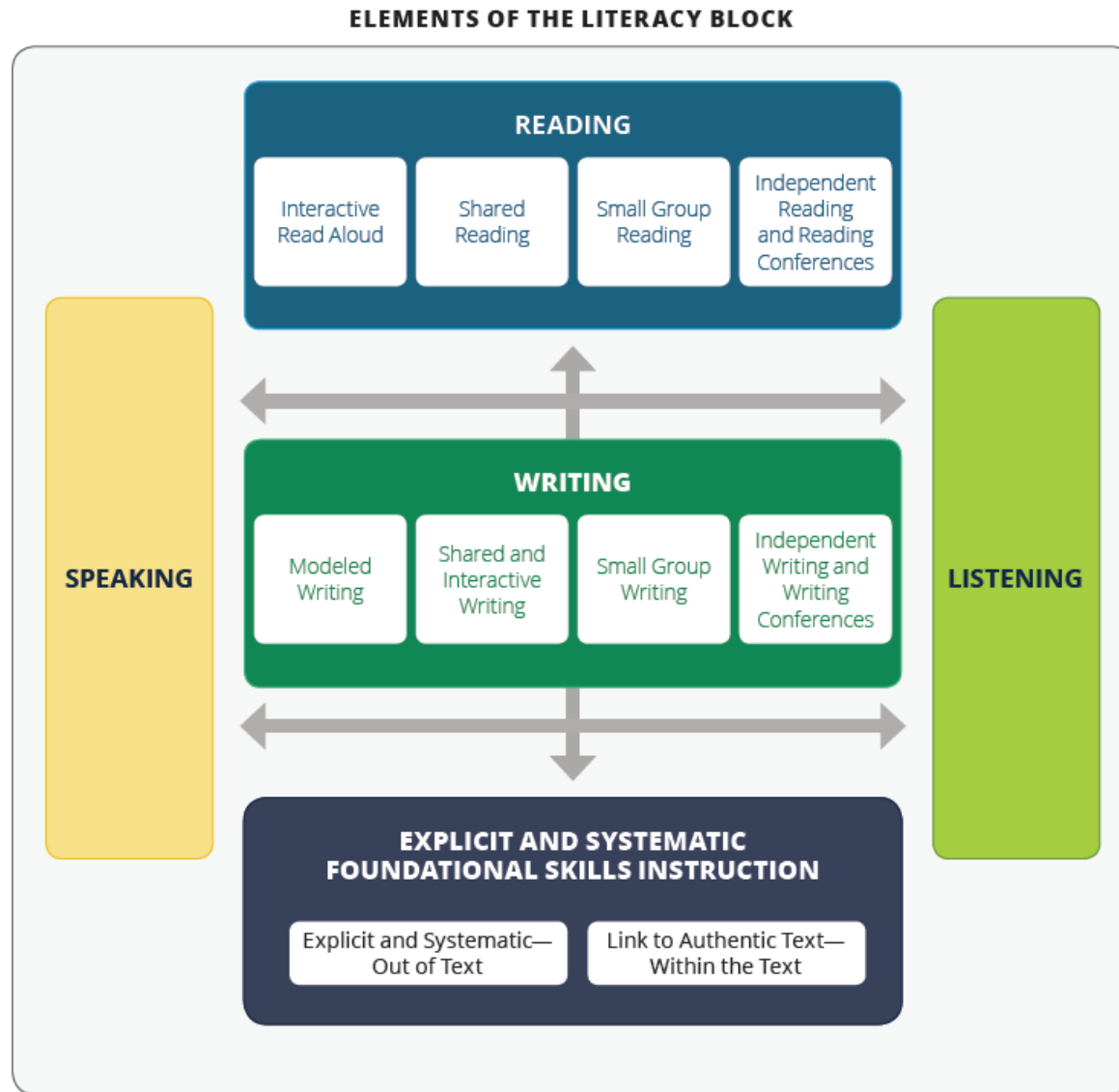
Daily Tasks

### STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.

# Instructional Decisions



**Both types of competencies work together during reading, writing, speaking, and listening opportunities**

### SKILLS-BASED COMPETENCIES

concepts about print

word reading

fluency

alphabet knowledge

spelling

phonological awareness

### KNOWLEDGE-BASED COMPETENCIES

The ability to understand and express complex ideas

vocabulary

oral language skills

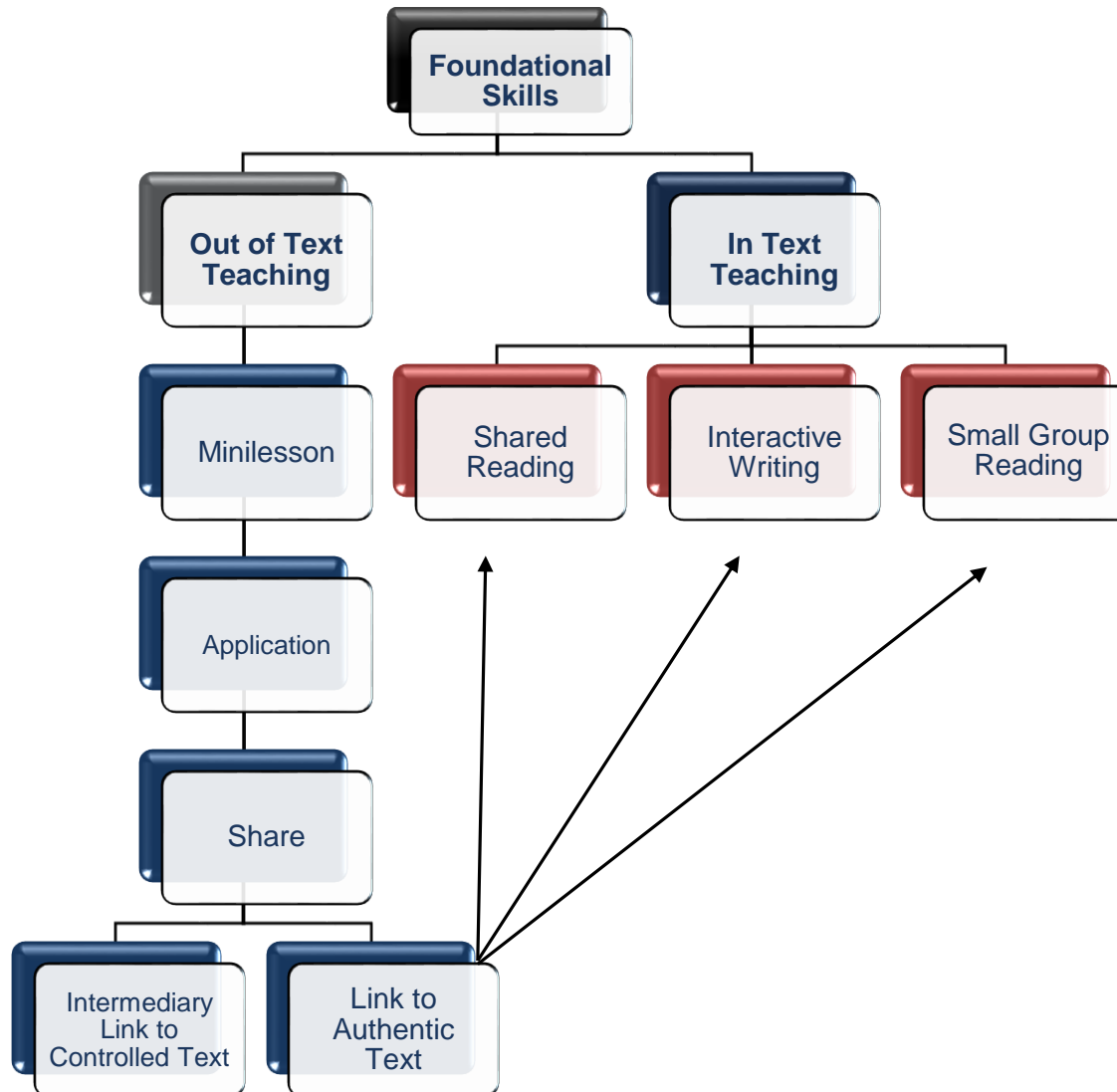
concepts about the world

# Skill and Knowledge Relationships

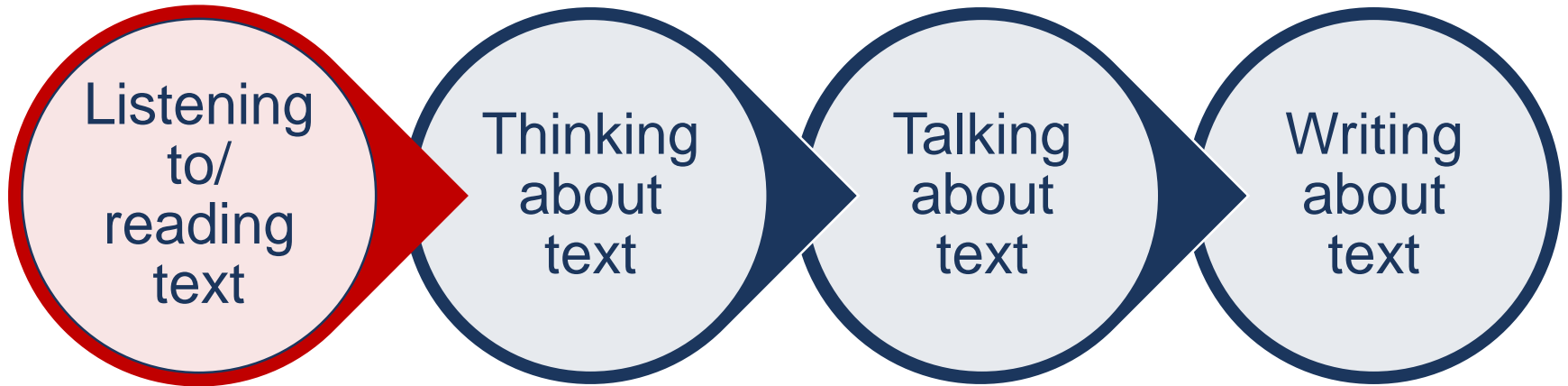
It's important to recognize that, while important, phonics, spelling, word analysis, and grammar and usage strategies are not the end goal of literacy education. Their importance lies in their contribution to reading and writing continuous text. The more students can solve words, derive the meaning of words, spell words, and parse language syntax rapidly, fluently, and unconsciously, the more likely they are to read and write with competence and ease. (Fountas & Pinnell, 2017a, p. 2)



# Foundational Skills: The Relationship Between Out of Text and In Text Teaching



# Connections within the ELA Block



**How will students build skills and knowledge over the course of the unit and year?**

- How are connections being made between out of text and in text teaching of foundational skills?
- How are the texts sequenced to build knowledge?
- How are the questions sequenced to support student thinking and meaning making?
- How are students asked to demonstrate their learning through meaningful activities, daily tasks, and end of unit tasks that provide cognitive stretch?

# Grade 3: Question Sequence

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
<i>Introduction</i>	<p>What does the author call our sun? What does the author say our sun is responsible for?</p> <p>The author refers to the sun as a "big anchor." How is the sun like an anchor?</p> <p>Where is the sun in our solar system? How do the planets move relative to the sun?</p>	<p>Our sun is a yellow dwarf star. Our sun is responsible for Earth's seasons, weather, ocean currents, and life.</p> <p>The sun is like an anchor because it creates gravity and pulls everything towards it and keeps the planets in orbit.</p> <p>The sun is at the center of our solar system, and everything in our solar system rotates around it.</p>
<i>Earth to Sun: 93 Million Miles</i>	<p>How does the size of the Earth compare to the size of the sun?</p> <p>How does the sun's size compare to other stars? How do you know? (Think-Pair-Share)</p>	<p>It would take 1.3 million Earths to fill the space the sun takes up.</p> <p>The text says our sun is not an especially large star, and that there are other stars several times bigger.</p>
<i>Part of the Milky Way Galaxy</i>	<p>How does the size of the sun compare to the size of the Milky Way galaxy? What details in the text tell you this?</p>	<p>There are at least 200 billion other stars and around 100 billion planets in the Milky Way. The text says it would take our sun (solar system) around 230 million years to orbit the center of the Milky Way.</p>

# Daily Tasks

## FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

### INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.

Concept(s) Anchored in  
TN Academic Standards

Enduring Understanding(s)  
& Essential Questions

Text Selection

End of Unit Tasks

Lesson Sequence

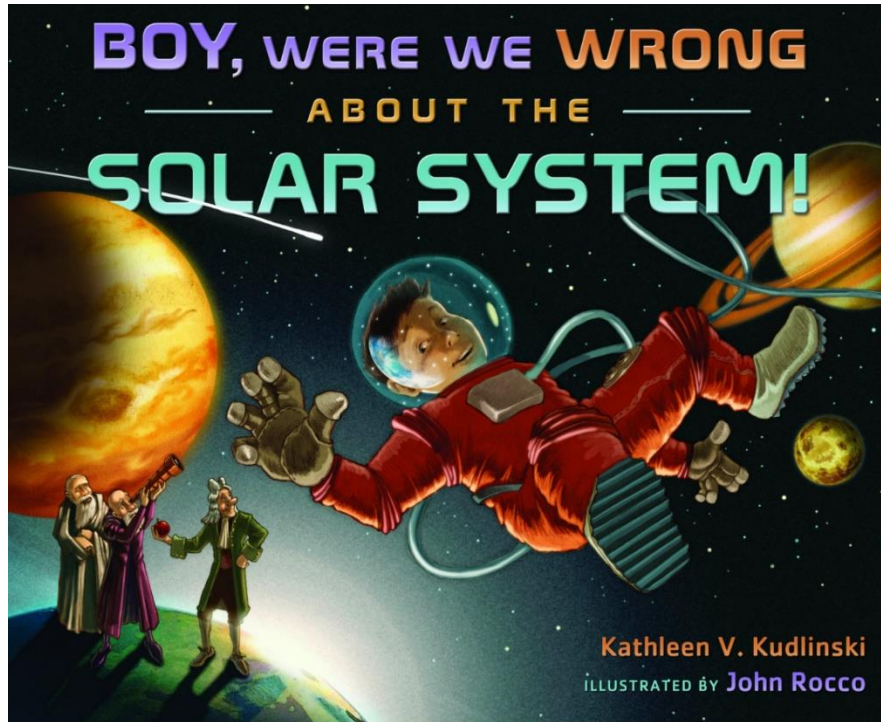
Daily Tasks

### STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.

# Daily Task Example (Grade 3)



In your journal, write a paragraph explaining one incorrect idea people had about our solar system.

Include specific evidence that led people to change their minds, and explain what new understanding people had.

In your paragraph, be sure to introduce the topic, include facts, definitions and details, provide a conclusion and use linking words and phrases to connect ideas.

# Grade 3: Task Sequence

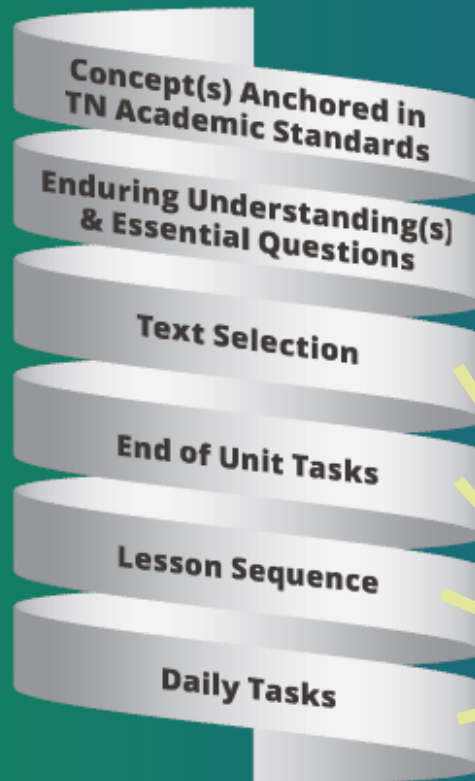
TEXT	PURPOSE FOR READING	TASK
<i>Boy Were We Wrong About the Solar System</i> by Kathleen Kudlinski	People change their understanding of the universe based on new evidence.	Write about one incorrect idea people had about the solar system and the specific evidence that changed their minds.
<i>Our Planet Earth</i> (CKLA) “Just Right” from <i>And Then Their Were Eight</i>	Earth is just the right distance from the sun for life to exist.	Explain why earth is just the right distance from the sun. Describe both the sun and the earth in your answer.
<i>The Sun, Yellow Dwarf Star at the Heart of the Solar System</i> (NewsELA)	The sun is a constant source of heat and light; is the center of our solar system and everything orbits around it, including Earth.	In “Boy, Were We Wrong,” people thought “earth was the all-important center of everything.” Explain why this is incorrect.

# Importance of Writing

## FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

### INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.



### STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

#### WRITING

Modeled Writing

Shared and Interactive Writing

Small Group Writing

Independent Writing and Writing Conferences

Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.

# Instructional Strategies





# Importance of Writing

Daily and end-of-unit tasks provide opportunities for students to demonstrate their ability to produce products that reflect the grade-level expectations of the writing standards, including the following understandings:

- Types of Writing: Opinion/Argument, Informational/Explanatory, Narrative
- Research
- Task, Purpose, Audience
- Reader Response and Process-based Writing
- Using evidence from multiple sources

# Types and Forms of Writing

Opinion/Argument	Informative/Explanatory		Narrative
Advertisements Editorials Brochures Position papers Essays of argument Process essays Letters Proposals Speeches Public Service Announcements Debates Reviews Compare/contrast Essays Cause/effect Essays Problem/solution Essays Application essays Opposing idea essay Personal commentary	Labels Lists Observations Journals Summaries Paraphrases Notes Magazine articles Newspaper articles Reflective papers Logs Explanatory essays Process essays Compare/contrast essays Problem/solution essays Biographies Reports Brochures Letters Speeches	Memos Emails Schedules Menus Directories Signs Manuals Forms Recipes Reports Proposals Graphs/tables Captions Directions Rules Posters Experiments Procedures Rubrics Minutes Resumes	Stories Poems Songs Personal narratives Reflective writings Skits Autobiographies Essay of experiences Recounts Cartoons Comic strips Graphic novels Fantasy Legends Myths Memories Memoirs Stage plays Screen plays Monologues Diaries Journals Letters

Adapted from KSDE.org

# Importance of Writing

“Writing well is not just an option for young people—it is a necessity. Along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and the global economy” (p. 3).

# Take a Moment

As you consider all of the information that has been shared throughout the morning, what are some important things to note related to learning that you provide to candidates?

The logo consists of a red square with the letters 'TN' in white, serif font. Below the red square is a thin, dark blue horizontal bar.

**TN**

®

# **Role-Alike Conversations**

# Breakout Rooms

- Deans/Directors: Partnerships
  - Room 101a
- Special Education faculty: EPP Literacy Standards
  - Room 200
- Early Childhood & Elementary faculty: Candidate Assessments
  - Room 101

The logo consists of a red square with the letters 'TN' in white, serif font. Below the square is a thin dark blue horizontal bar.

**TN**

®

**Lunch**

The logo consists of a red square with the letters 'TN' in white, serif font. Below the square is a thin dark blue horizontal bar.

**TN**

®

# Proposal Review Process



# Proposal Review Overview

- Logistics
- Initial review with iterative cycle of feedback
- Opportunities for resubmission

# Review Process Timeline

<b>April 15, 2018</b>	Proposals for early, elementary, and special education programs due
<b>May 30, 2018</b>	Notification of approval or revision
<b>June 30, 2018</b>	EPP revisions due (round 1)
<b>July 15, 2018</b>	EPP revisions due (round 2)
<b>Fall 2018</b>	EPP implementation of standards

# Reviewer Process Overview

<b>November 2017</b>	Recruitment & application process for reviewers
<b>December 2017</b>	Reviewer applications due
<b>January 2018</b>	Reviewers notified
<b>February 2018</b>	Reviewer training

	EPP Literacy Standards (1-5)	Key Assessments (informed by TLiT)
Literacy Course/Module		
Literacy Course/Module		
Non- Literacy Specific Course		

# Proposal Components: Questions

1. Required courses and course sequence descriptions
2. Non-literacy specific course descriptions
3. Descriptions of candidate assessments and evidence of alignment to *Teaching Literacy in Tennessee*
4. Developmental clinical experiences
5. Student differences as assets
6. Engagement in professional learning

# Breakout Rooms

- **Room 101:** Trevecca, Welch, Vanderbilt, MTSU
- **Room 101a:** Martin Methodist, Tennessee State, Belmont, Lipscomb
- **Room 200:** Fisk, Aquinas, Cumberland, Tennessee Tech

The logo consists of a red square containing the white letters 'TN' in a serif font. Below the red square is a thin dark blue horizontal bar. To the right of this bar is a small registered trademark symbol (®).

**TN**

**Literacy Network**

# Plans for the Network

- Quarterly meetings will be held in Middle Tennessee.
- One representative from each EPP is invited to attend.
- Meeting agendas will be informed by November convening outcomes.



# Convening Evaluation

- Evaluation
- Exit Slip

# Contact Information

## **Elizabeth Alves**

Assistant Commissioner  
Division of Early Learning  
and Literacy

[Elizabeth.Alves@tn.gov](mailto:Elizabeth.Alves@tn.gov)

## **Becky Cox**

Executive Director  
Office of Reading

[Becky.Cox@tn.gov](mailto:Becky.Cox@tn.gov)

## **Elizabeth Norton**

Director of Reading

[Elizabeth.Norton@tn.gov](mailto:Elizabeth.Norton@tn.gov)

# Contact Information

## **Amy Wooten**

Executive Director of  
Educator Licensure and  
Preparation

[Amy.Wooten@tn.gov](mailto:Amy.Wooten@tn.gov)

## **Annie Insana**

Director of Literacy for  
Educator Preparation and  
Induction

[Annie.Insana@tn.gov](mailto:Annie.Insana@tn.gov)

## **Martin Nash**

Director of Educator  
Preparation

[Martin.Nash@tn.gov](mailto:Martin.Nash@tn.gov)

## **Susan Jones**

Director of Networks and  
Partnerships

[Susan.Jones@tn.gov](mailto:Susan.Jones@tn.gov)



*Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.*

**Excellence | Optimism | Judgment | Courage | Teamwork**